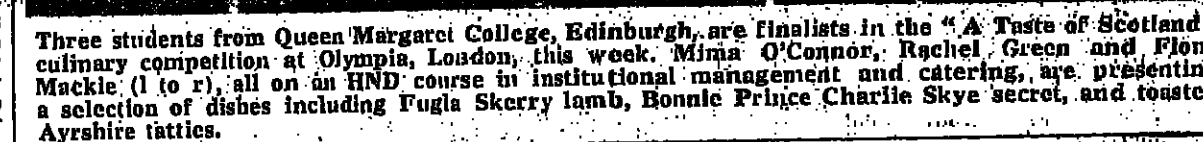


Boyson gives reassurance on adult education cash

the work of professional artists and on to schools' education in the arts. 21st February, 1980.

Ms from: Irene Macdonald,
Arts Council of Great Britain, 105
AU. (Tel: 01-629.9495).



New Hall, Cambridge

A conference to consider the work of professional artists and arts organisations in relation to schools' education in the arts. Closing date for applications: 21st February 1995.

Details and application forms from: Irene MacDonald, Education Liaison Officer, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU. (Tel.: 01-629 9495).

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Degrees gain appeal for older students

by Sandra Hempel

More prospective mature students than ever are interested in degree courses, according to a report out this week.

Last year universities received 1,350 inquiries from applicants over the age of 21, compared with 916 the previous year. Of the inquiries, 626 asked to be considered under the special provisions for applicants without the necessary formal education qualifications.

In its annual report for 1978-79 the Joint Matriculation Board says that increased publicity about the opportunities open to mature students has led to a rise in the number of applications. It also published a revised version of the pamphlet "A University Degree—A Second Chance at 21" which encouraged many applicants.

As the number of mature applicants continues to increase, the matriculation committee has

approved a simpler procedure which will reduce the number of forms to fill in. In addition candidates who were educated overseas will no longer be treated as a separate category.

The university entrance test in English (overseas), the alternative form of the university entrance test in English for candidates educated overseas whose native language is not English, has continued to attract an increasing number of candidates. During 1979 it was taken by 1,523 candidates, including those at centres in Greece, Cyprus, Singapore and Kuwait.

The total number of university candidates advised by the board during the year was 52,000. As in previous years the board used information given by applicants on their UCCA application forms in advising candidates for admission to the constituent universities. This again, says the board, cuts down form-filling.

Specialist teachers lured by £50,000 campaign

by Patricia Santinelli

A Government campaign has been launched to recruit more specialist teachers into shortage subjects. Dr Rhodes Boyson, Under Secretary of State for Higher Education, said in reply to a House of Commons question, that a £50,000 advertising campaign had been launched to recruit applicants to training and re-training schemes and to give information on the availability of financial support.

The subject areas aimed at are mathematics, the physical sciences, business studies, and craft design and technology. Copies of an explanatory booklet are being sent to every local education authority in England and Wales and to people who reply to the advertisement.

Business Young Minister of State for Education said that in this campaign's first 10 weeks 1,600 people had made inquiries.

She said: "The secondary school survey showed that 38 per cent of teachers qualified in maths were not teaching it, while 16 per cent of those with no qualifications in the subject were spending 28 per cent of their time teaching it."

She hoped local authorities would

try to encourage graduates in shortage subjects to take after a one-year course even if they were industry or were married women, as well as those who had qualifications at A level in science.

So far the arrangements of training and retraining teachers have resulted in a total of 1,600 new specialist teachers. It is estimated that 750 are in mathematics, 293 in physical sciences and 555 were CDT specialists.

However, reported vacancies by local authorities in January 1979 showed shortages of 463 in maths, 431 in physical sciences and 254 in CDT. To replace teachers teaching these subject areas without a qualification in 4,300 maths teachers, nearly 2,000 physical science teachers and 2,200 CDT teachers are needed.

There is also a shortage of new applicants to teacher training institutions. Latest figures for application to next year's Bachelor of Education and Postgraduate Certificate in Education courses in maths, science, modern languages and craft design and technology are very low. Overall applications to the BEd courses, which supply about half the total number of new teachers are 28 per cent down.

Six face High Court judge

Efforts were taking place this week to avoid the possibility of six Middlesex polytechnic students facing jail for contempt of court. The six are due to appear in court today allegedly in breach of an injunction granted to the polytechnic as a result of last term's occupation protest at increased overseas student fees.

Lawyers representing the six—five of them student union saboteurs—and the polytechnic were said to be discussing ways to avoid the risk of jail sentences.

The National Union of Students is understood to have made £1,000 available to the Middlesex students from its legal aid fund.



A play highlighting the inadequacy of the West's response to abuses of human rights has premiered at Wolverhampton Polytechnic. Transactions was specially written for 20 students by Essen University, West Germany, by their tutor, Mr Stuart Marlow.

Learning report fails adults

by Charlotte Barry

The actual and potential impact of educational information, advisory and counselling services for adults was underplayed in a report sent to the DES, says the Association for Recurrent Education.

Although welcoming the *Links to Learning* report published last autumn by the Advisory Council for Adult and Continuing Education, the Association criticises it for failing to undertake a realistic costing of a national service.

"This report fails the adult learner and potential learner because it could have adopted a strong and level and did not do so," states the association in its response. It argues that if individual adults are able to make informed choices about programmes in different colleges they will make fewer mistakes and help to cut down educational waste.

"With the rise of structural unemployment, redundancy counselling and guidance is already happening on a considerable scale. Such information and advice giving is at present provided in an ad hoc manner whereas what is needed is a stronger and more positive approach."

The advisory council's report recommends that coordination of such services for adults should take place and that educational guidance centres should be created in every major centre of population. At the moment only 15 operate in the entire country.

Technicians welcome Finniston with some reservations

by Robin McKie
Science Correspondent

Major reservations about many of the Finniston committee's proposals for rejuvenating British manufacturing industry have been made by the Technician Education Council, although the council states that it welcomes the general tenor of the inquiry report.

In particular, the council believes the proposed modified Higher National Diploma, validated by the Council for National Academic Awards alongside the TEC Higher Diploma, would be unnecessary and undesirable.

"This proposal means that there would be several types of courses competing at the same level," a TEC official said. "It would be contrary to the policy of successive governments, which has been to simplify course structures at this level and which is part of TEC's remit, and it would increase confusion among employers, parents and students in an area of technical education where there has been for some time a proliferation of courses."

The council criticises the report for taking little account of the TEC higher diploma although a number of these programmes were now running at polytechnics and other colleges on a full-time or part-time basis.

These courses have been developed by colleges in consultation with employers to meet current labour needs and more will be planned, the official added.

The Institute of Municipal Engineers has completely rejected a concept of the proposed HND. This body, which has been set up to advise on licensing of engineers, and education and training courses, generally control standards of professional conduct.

"This would not be in the public interest, since it would be a misuse of resources and would involve a considerable amount of already done by the profession, would also take a very long time to implement," claims a TEC statement.

The institution says it believes the present system which requires registration through the professional institutions is preferable. But there is fuller support for Finniston's report from the Society of Heads Association, particularly over the committee's call for the implementation of financial incentives to encourage pupils to remain at school until 18.

Split on Olympic stance

by John O'Leary

British students have split down party lines on the question of boycotting the Moscow Olympic Games as protesters against the Soviet invasion of Afghanistan.

Following the launch of a campaign by the Federation of Conservative Students calling for the Games to be moved to a new venue, the National Organisation of Labour Students this week argued that Western nations should not withdraw from the Olympics. To do so would set back the cause of détente by 20 years, NOLS said.

The Speaker, NOLS Chairman, said: "The fact that student unions and youth organisations challenge their members due to concerns over the Olympic Games to examine their consciences." A number of NUS

members, including Gold medal prospect Sebastian Coe, of Loughborough University, are expected to be selected for Moscow.

The FCS, who conceded the issue was far from settled, said the Games should go ahead and British Olympic Association determined the national flag should be flown at the Games.

But Labour students, while condemning the Soviet action, called for a boycott. "Such moves were hypocritical and cynical, and the Olympic Games to examine their consciences," a number of NUS

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North American News

Educational Testing Service fires back at Nader

from Clive Cookson

WASHINGTON Ralph Nader, consumer advocate and long-standing foe of the testing organizations, has released an investigative report which he said makes clear that the Educational Testing Service's claims to measure aptitude and predict success are false and unsubstantiated, and can be described as a specialized kind of fraud.

The Educational Testing Service, the main producer of admissions tests for colleges, graduate and professional schools, rejected all the report's conclusions. ETS president William Turnbull said they were essentially just stale repetitions of the old charges Mr Nader has been making for several years in his attacks against multiple-choice examinations.

The principal author of the Nader report, entitled "The reign of ETS: the corporation that makes up minds", is Allan Nairn, 24-year-old economics student at Columbia University. He started the investigation six years ago when he was still at high school.

Mr Nairn said the report used hundreds of ETS studies and internal documents to undermine the organization's claim that its tests enable colleges and universities to predict applicants' academic per-

formance. It charges that "90 per cent of the time the tests predict first year grades no better than a random process such as a roll of the dice."

Previous academic results (high school or college grades) predict future grades twice as accurately as ETS tests, the study found. When combined with high school grades to predict first year college performance, the Scholastic Aptitude Test—the college entrance exam taken by about 3.5 million young Americans each year—improves the accuracy of prediction by an average of only 3 to 5 per cent. These figures were described by Mr Turnbull as "quite inaccurate and misleading."

ETS test scores do not rank people by aptitude but by class—class in the guise of merit, said Mr Nairn. "Because middle class, working class and poor students systematically score lower than their upper class peers, and the tests do not accurately predict who will do well, a disproportionate number of minority and less wealthy students who could succeed if given the chance are excluded because of reliance on SAT tests."

Representatives of student, consumer and minority groups, who helped persuade the New York State

legislature to pass the United States' first test disclosure law last year (see *THES*, January 8), endorsed the Nader report. So did two faculty members from Harvard Medical School, Douglas Porter and Warner Slack, who said their own analysis confirmed its findings.

"In our forthcoming article in the *Harvard Educational Review*, we report on analysis of studies of the Scholastic Aptitude Test indicating that, contrary to the claims of ETS and the college board (sponsors of the SAT), the test adds little to the predictive value of high school grades by themselves and that students' scores on the tests can be improved with coaching efforts. In this independent study we argue that ETS, in its promotion of the SAT, has been neither fair nor forthright to the students who must take their test," Dr Porter and Dr Slack stated.

The Princeton-based ETS, a non-profit organization founded in 1947 by the Carnegie Foundation, the American Council on Education and the College Entrance Examination Board, has an annual revenue above \$30m and 2,300 full-time staff. It tests more than seven million people a year, and, according to the Nader report, holds files on 32 million people from a hundred different countries.



Ralph Nader, friend of the consumer and enemy of the US testing organizations.

Engineering societies form united front pressure group

America's engineering societies have joined together to form a new umbrella organization which they hope will enable the profession to present a really united front for the first time in its history.

The American Association of Engineering Societies, which was inaugurated this month, brings together 38 individual societies, including all the major United States engineering institutions. Their combined membership is close to one million.

The objective of the AAES is to advance the science and practice of engineering in the public interest, said its chairman, and acting president.

In practice that means a major part of the association's work will be to lobby Congress and the United States Government and influence the press and public opinion on behalf of the engineering profession. Therefore the AAES, which is temporarily housed with most of its member societies in the United Engineering Centre in New York, will eventually move down to Washington.

The AAES succeeds a smaller body, the Engineers Joint Council which was widely criticized within the profession for being weak and ineffective. Similar to the criticism suffered by the Council of Engineering Institutions in Britain. Several major societies, including the Institute of Electrical and Electronics Engineers, withdrew from the Engineers Joint Council, but the establishment of the AAES brings them back into the fold.

The new association starts with a full-time staff of about 15 and a projected annual budget of \$1.5m. By the end of this year the staffing should have expanded to 25 or 30.

"The AAES will have several councils responsible for activities in such areas as education, professional standards and accreditation, public information, international affairs and government relations," a spokesman said.

Donald Marlowe, executive director of the American Society for Engineering Education, said that, although he was not in the front line of the movement to organize the association, he was "very optimistic" about its prospects.

He has been active in engineering society affairs for almost 40 years and I have seen at least three or four efforts to organize a united organization for engineering in the United States," he said. "All of them were partial successes at first and all ultimately failed, the most recent being the Engineers Joint Council."

Dr Marlowe said the difference which made him hopeful this time was that the AAES had been very carefully organized over the past two years—unlike the previous efforts which were rushed through at times of national crisis. "A key element in the association's success will be the personality of the president later this year," Dr Marlowe believes. "He must be a true national leader, not a society secretary in the traditional sense."

Success for student counselling

Juvenile delinquents who receive counselling from college students are fewer, recidivate and better results at school. This is the experience of the University of Florida, Gainesville, whose innovative counselling programme has been commended by the United States Department of Justice and named "exemplary projects" by the National Institute of Justice.

Under the CREST (Clinical Regional Support Team) programme, graduate students counsel offenders referred to them by probation officers of the Florida Youth Services. The counsellors meet wherever the latter are: at home, in a car, or in a public place. The idea is to get the youths to "own up" and discuss problems freely, without fear of being judged or punished.

For the student counsellors, who are generally enrolled at the University of Florida, the programme provides valuable professional training and a chance to build some solid friendships and takes responsibility for her actions.

cases with the probation officers and with CREST team leaders. Currently the programme has a \$55,000 annual grant from the State and about 25 CREST volunteers give a total of more than 100 hours of counselling a week. Offenders receive two or three times as much counselling as under traditional methods.

A comparison between youths who took part in CREST and a comparable sample who did not showed that the latter were subsequently rearrested almost three times as frequently.

Elizabeth May, one of the student counsellors, spoke of Mary, a shop-lifter and a typical example of the 3,000 juveniles who have participated in the programme. "When I first met Mary she was a fantasy. She didn't know facts from fantasy. She was withdrawn. She would talk a little, but showed little emotional interest in anything... She was really what you would call a slob. But she gradually came out of her shell and now has built some solid friendships and takes responsibility for her actions."

Outlook brighter for Ontario colleges

After two depressing years of budget cuts and falling enrolments with the threat of academic lay-offs and even university closures, the immediate future for Ontario's 15 universities suddenly looks brighter.

The Ontario government has sold the universities, which make up the biggest provincial system in Canada, their operating grant for 1980-81. The increase is significantly less than the 11 per cent annual inflation rate forecast by Canadian Finance Minister John Crosbie last month, and it is less than the 5.2 per cent increase recommended by the Ontario Council on University Affairs, a government advisory body, but it is more than the universities were counting on and better than the 5 per cent budget increases over the past two years.

"It projected the grant increase would be 4.6 per cent, and relative to that it's good," said University of Waterloo president Burt Matthews, a spokesman for the Council of Ontario Universities. The universities' lobbying association agreed to think everyone was pleasantly surprised.

This year's equipment figures also brought good news to Ontario's

universities. The number of first-year students in the system is up by two per cent and the number of part-time students has risen by 5.8 per cent. Total enrolment, including full-time and part-time, undergraduate and postgraduate students, is about 216,000—up 1.6 per cent on 1978-79.

In addition to announcing the 7.2 per cent increase in the government operating grant for 1980-81, Ontario's minister for colleges and universities, Bette Stephenson, gave universities new freedom to raise their own fees. Revenue from tuition fees currently brings the province's universities about 15 per cent of their total operating income, and the council of Ontario universities wants to raise this proportion to 20 per cent. The government increases its student financial aid accordingly.

Dr Stephenson told the universities that the standard provincial fees will go up 7.5 per cent in 1980-81—to \$775 a year for undergraduates and \$1,000 for postgraduates. Institutions will be free to charge up to 10 per cent more than the standard fee without losing any of their government grants. They have not had such freedom since the mid-1960s.

Student organizations are of course lobbying hard to persuade university administrations not to raise fees by more than the basic 7.5 per cent. The Ontario Federation of Students argues that to do more would price low income students out of higher education, since the government is not in fact proposing a corresponding increase in financial assistance.

Student spokesmen predicted that the policy of allowing universities to raise fees would eventually lead to a two-tier system, with an upper level of expensive elite institutions with professional schools, whose fees would be too high for poor students, and a lower level of smaller, cheaper universities.

However university administrators seem generally pleased by the new fee autonomy. They will be deciding over the next few weeks how to make use of it.

Clive Cookson, North American Editor, *The Times Higher Education Supplement*, is in the National Press Building, Room 641, Washington DC 20045; Telephone: (202) 638-6765.

WEST MIDLANDS COLLEGE OF HIGHER EDUCATION

HEAD OF LIBRARY AND LEARNING RESOURCES

Burnham Head of Department, Grade V

Applications are invited for appointment from 1 September 1980, or earlier, for this challenging senior post. The College is seeking a candidate with good academic qualifications, professional qualifications in librarianship and experience in the field of educational technology, to be responsible for the management of this key department within the College. The successful candidate will be responsible for the recruitment, selection and application of staff to the College. The successful candidate should be returned not later than 15 October 1980.

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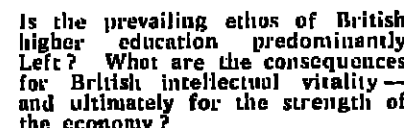
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To be responsible for Bibliographical Services, which involves the selection and acquisition of books, journals, and other materials, and the classification and cataloguing of these materials. The successful candidate will be responsible for the management of the Learning Resources Centre, which includes the provision of information services to students and staff. The successful candidate should have a degree in Library Studies or a related field, and should have several years' experience in a similar post. Applications should be sent to the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

1751

Arthur Seldon (left) argues that the vitality of British intellectual life is being sapped by the left-wing ethos of higher education

Radical Right versus conservative Left: is it time to take a determined stand?



Is the prevailing ethos of British higher education predominantly Left? What are the consequences for British intellectual vitality—and ultimately for the strength of the economy?

There has been a substantial shift in some faculties since the mid-1960s, especially in economics, in many universities. Then why is the Left predominantly, stubbornly and anti-intellectually resistant to change and conservatism? In sociology, political science, history and the arts it remains labour social democrat, socialist, communist, Marxist or Trotskyist despite the evidence, despite the changing balance of power, despite the change of opinion in people of intellectual stature outside the universities though with closely-linked influence on the nation's thought, teaching, scholarship and public philosophy.

Short of a lengthy comprehensive answer, my attempt draws on impressions since my undergraduate days at the LSE to over 20 years at the Institute of Economics where I have worked with 300 academics, mostly economists but also political scientists, historians, lawyers and sociologists in Britain and overseas.

British academics were much less hospitable to the market approach of the IEA in 1957 than they have become. Keynesian deficit financing seemed to be assuring full employment. Beveridge's welfare state, with Bevan's National Health Service, was only 9 years old. Timmuss' "badge of citizenship" which had worked for communal co-operation in war, sounded promising for peace. It was not easy to persuade academics to write for the fledgling institute that seemed to go back on the prevailing pre-occupation with macro-economics and wanted to resurrect Hayek, Böhm-Bawerk, Nassau Senior, Adam Smith and even older economic thinkers, as some early critics thought. Higher education was high-church orthodoxy; the IEA must have seemed very low church non-conformity. The conservative still largely true outside economics. That is why the dub British university higher education predominantly conservative even when it is strongly left, and IEA higher education predominantly dissenting radical even when it is conservative.

Much has changed in two decades. The institute publishes some 12 studies a year, some by several authors, many of national or international repute. And there is no lack of new writing, particularly from younger men, who write with names to make. Whether their sympathies are left, centre or right, they are commissioned because they are sophisticated in micro-analysis and aware of the limitations as well as applications of macro-economics.

The main reasons for the tenacity of left conservatism seem to be broadly 10. First, the conservatism of human nature itself: a university teacher who absorbed and, until his or her late 30s or early 40s, has taught Marx or a social democratic interpretation of economics or history must find it torment to acknowledge error and lose years of intellectual capital. It is difficult to count the "converts" in more than dozens who have recalled uncritical acceptance of postwar leftist orthodoxies in favour of state action to solve problems and achieve objectives in all spheres.

Since university higher education is properly and classically linked with broadcasting, from lecture halls to TV and trendy Reith lectureships, regular teaching for the Open University, it is relevant to remark that many producers and directors show their intellectual origins and continuing links by the animated left-inclined academics they invite to the microphone and screen. BBC and ITV hierarchies in their 40s/50s seem often to be the products of the euphoric Keynesian consensus. It is otherwise, as the latest example, published on Peter Townsend's *Emergency*, work of attenuated analysis and superimposed sentimentality.

The second reason is the religious faith of compassion. There is passion in poverty, no romance in

productivity. An able economist who had written a combative Fabian appraisal of IEA writing in 1968, and who, despite reluctance, had found some analysis to applaud, was reduced to justifying his general assault by the accusation "but you don't care as much about poverty as Timmuss does". The confusion between motive and consequence largely explains the sentimental attachment to left conservatism, especially in sociological faculties but also among economists whose hearts confuse their heads.

Transparent though it is, the sentiment that in mean well is the do good retains in the social sciences despite the evidence of remote and recent history. Adam Smith knew better when he taught that the butcher's benevolence was not the most certain source of the customer's supper. But the left has always confused self-interest with selfishness, and cannot see that it is validated by self-knowledge, which includes the personal circle. The do-gooder wants to do good to others without knowing their preferences.

The economist often seems a cold-hearted creature because he is, or should be, forever prating about opportunity costs. He is even known to say that the relief of suffering, or even saving life, cannot justify the resources required if they could be used to better effect elsewhere. It is the sociologist or social worker who is often the callous profligate in the use of resources. The notion that the study of economics excludes concern for human compassion helps to explain the persistence of academic left conservatism.

A third explanation is the sheer intellectual arrogance of much technocracy. It infects both the social scientists, with their characteristic contempt for the idiosyncrasy and susceptibility to advertising of the consumer, and the natural scientists, with their disdain for the wasteful tastes of the popular. The architect of the town planner, the allied influence is the subconscious understanding that statism creates jobs for intellectuals. I should add that dismantling statism, to accelerate its disintegration by market forces, will also require a large input of academics.

Sheer intellectual arrogance of technocracy

The fourth explanation is the commitment to egalitarianism, seen as requiring redistribution of the state of benefits in kind and therefore irredeemably conflicting with the market. This dichotomy has always seemed to me inexplicable, in western society. Galbraith saw it reacted strongly in my childhood against demanding charity in kind. I have increasingly seen history and analysis establish the market as the supreme emancipator of the masses, in western society. Galbraith saw it but did not understand the contrast between private affluence in food, clothes and homes and public squalor in state education, medicine and accommodation cubicles.

The contract of the market had replaced the status of state mercantilism, or mobility, or productivity, access to resources, and income. And that transition has been effected through the NEB, subsidised council housing, has subjected the common people to the arbitrary processes of cultural, financial, political pressure and economic power that individuals possess in widely different degrees according to birth, temperament, character. The Achilles heel of the vainly egalitarian left is that these financial, political and economic state economy are unequal, and correct them are the differences in income or wealth. To equalise differences in income or wealth by levelling down reverses income, raises to vouches is obligate play, contradicted with the coercive, authoritarian measures required to offset differences in accent, family background, social connections, occupational pull, political strings. The conservative-left university egalitarian continues to plump for the state against the market. The more reflective thinker—from Professor David Marquand through Euan Ueard, who still abhors the market, to the Christian-socialist Eric Hoffer and the aspiring Prime Minister David Owen—is beginning, at last, to talk of socialism without the state. But it remains talk: an escape from reality into conjecture without support from history or logic.

The fifth explanation is the elemental under "capitalism" and the instinctive rebound to its opposite—state economy in one form or another from social democracy to Marxism. The underlying error is the million-mile leap in logic from capitalism with welfare to socialism. The rejectors of "capitalism" escape into a funk-hole. Socialism is the opium of the intellectuals.

This is a shocking episode in university anti-intellectualism. The leaders of capitalism examine its limitations: "inequality", "monopoly", "externality", "instability"—and have worked to devise means of removing or reducing them, though without losing the dynamism that, as Marx saw, had ceased unprecedented productivity. Yet socialists make a series of empty claims for socialism, the 20th century's South Sea Bubble of corruption, and change their ground when they have to concede criticism. "True" socialism, they dogmatically insist, exists nowhere: not in Sweden (though Mr. Denker has lately taken to quoting Austria), not in "liberal" Yugoslavia, certainly not in Soviet Russia. Thus is socialism made immune from criticism. The university left, engaged in wordy guerrilla warfare and then vanishing in dialectical smoke when asked for evidence from tested hypotheses. A related case for the political advertising council? University left conservatism rests on a will to wisp more elusive than Barons Oracy's Scarlet Pimpernel. To mix the metaphor with a dash of Lewis Carroll's *Dormouse* in the Mad Hatter's tea party:

*They seek it, here, they seek it there
Those faithful seek it everywhere
They find it heaven, other all
That damned, enticing, treacle-well.*

One implication of the political unreality, the wishful thinking, in left conservatism, is that the right ideas will unfailingly be put into effect by the right people when they acquire power. The result is its neglect of realistic analysis of government, democracy and politics. The wisdom of the classical economists that created their scepticism about the ability of political authority to serve the public weal has been buried in a wasteland of economics pioneered since the late 1950s mostly by the American economists J. M. Buchanan and Gordon Tullock, although one of its earliest texts was by the British (Scottish) economist Duncan Black. There is an active branch of the Public Choice Society in Europe, but no chair in the economics of politics in any British university, though Professor Rowley, Peacock, Wiseman, and others in the Economics Department, York, Birmingham, keep the flag flying with occasional wit and lecturing.

The university leftist is the arch-conservative who will not or cannot recognize an argument or evidence. The Bourbon kings of the conservative left, much read by university teachers and students, are the *Guardian*, the *Observer*, the *New Statesman*, *New Society*, *Times Higher Education*, *Sunday Times*, *Higher Education*, *Sunday Times*, after years of square yards or by Marxists like Thompson, Hobbes, Millard, Saville, and the socialist-like Williams, Tunstall, Townsend, Eric Robinson, Glimmerstein, Penson, who recognized the existence of the IEA in barely 50 square inches by Penson—but not until 1973. All these journals still reflect the economics of the Keynesian/Beveridge/Tro-

tsky measures required to offset differences in accent, family background, social connections, occupational pull, political strings. The conservative-left university egalitarian continues to plump for the state against the market. The more reflective thinker—from Professor David Marquand through Euan Ueard, who still abhors the market, to the Christian-socialist Eric Hoffer and the aspiring Prime Minister David Owen—is beginning, at last, to talk of socialism without the state. But it remains talk: an escape from reality into conjecture without support from history or logic.

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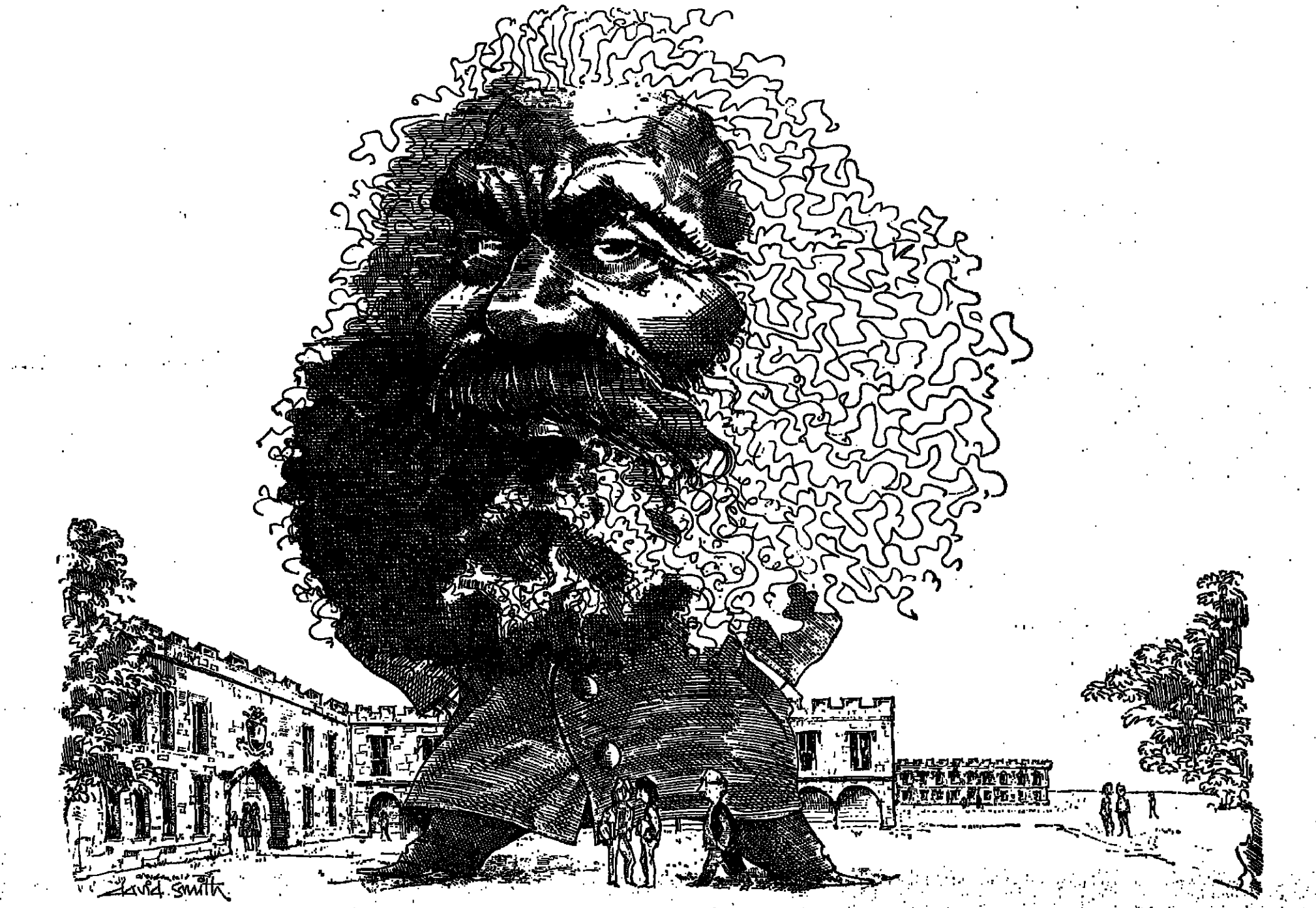
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life is being sapped by the left-wing ethos of higher education



Continued from previous page
drams in the British intellectual climate.

The weekly outpouring of conservative-left thinking in the weekend journals and the Sunday press, even those in right-wing ownership (not least the *Observer*, owned by Atlantic Richfield, a regular booster of left morale. The obvious antidote would be equally vigorous radical right literature. The *Spectator* does not and cold. *Encounter* finds room for the periodic right-wing counter-blast, but infrequently. The most hopeful development is the news magazine *NOW*, where long features emerge with mostly right-wing conclusions, despite some leftish Goldhorpe/Halsey sociology and indulgent breast beating at the monstrosities of "capitalism". There may be the opposite tendency to romanticize business, but it is no dangerous when competitive news funds are further diluted by research grants, student fees, and private bequests.

More private millions are channelled to conservative left academics through the Social Science Research Council and other conduits, not without intentional bias but because social scientists are still largely conservative left.

Teeth, and for the time being, lastly, the left remains conservatively collectivist because it has led itself into a paradox of being against the market and "market forces". When I asked a former Labour chancellor where the majority of socialist thinking originated, he asked another question: "Can you have a socialist market?" He did not know. He did not know the formulations of university leftists from compassionate sociologists, autocratic technologists, or sparsely analysed alternatives to capitalism.

Despite the shift in economic thinking, the intellectual imbalance in British higher education is both acute and long-term. Interest in the relative influence on affairs, intellectuals

Continued on facing page

Conor Cruise O'Brien, editor-in-chief of the *Observer*, Peter Preston of the *Guardian*, and Harold Evans at the *Sunday Times* can make more room for radical right writing, or they can reduce the predictability of their general flavour. But there is at least a wide variety of newspapers.

The serious blockage lies in broadcasting, and newspaperbacked radio. The new chairman of the BBC will be strong enough to persuade his producers and directors that virtually excluding a source of nonconformist thinking is unacceptable in the public service. BBC, perhaps the rich conservative-leftist Lord Bernstein will see that a long-sided left-inclined diet is not good for television for Granada. In radical right paperback the chicken must come before the egg (or vice versa); a publisher will have to take the long-term risk that Allen Lane did with the left-inclined Penguin. Perhaps cheap radical right reading will produce the readers.

The "compassion" fashion is passing, as the failure of the welfare state is recognised in Britain. —15 years after the failure to abolish poverty by state paternalism in the United States of the 1960s. A market-oriented talk on welfare in Professor Rudolf Klein's department of social policy at the University of Bath in October was received with little hostility. At a weekend conference on poverty in December at Glimmerstein Lodge, where I argued against Frank Field and Peter Townsend for replacing benefits in kind by cash or vouchers, which implies a revolution in the welfare state, the audience of university writers, clerical social workers were more receptive than I had expected.

The failure of state technocracy is also increasingly acknowledged. But the gospel is spreading more slowly by intellectual conviction than the universities than by left-inclined common people. Perhaps sociologists will be appointed increasingly for their analytical power, not least in economics.

The commitment to egalitarianism is weakening before the evidence

that the state is ineffectual. The cynical "working of the welfare system" by which the Americans call "limousine liberalism"—the middle classes, often university teachers, who corner the best state schools and hospitals by outbidding the lower orders for local housing, is also revealing the burrowing of welfare leftism who advocate comprehensive schools and NHS treatment for the masses outside their cosy middleclass enclaves with private schools and hospitals.

The hatred of the market, even of dread "capitalism", is waning before the evidence that the communist economies are lost without it. A sabbatical study month every three years in Eastern Europe might teach that economic results on central coercion have to use honest individual market incentives even in medicine to help get the world's work done.

A long lecture to the Centre for Ecological Studies at the University of Edinburgh in October, with the aggressive title "Corrigible Capitalism: Specious Socialism", would not have been received as passively. Chairman, Dr. John Lorraine, and several acknowledged leftists, demure in the audience. There has been similar reaction in the Oxford and Cambridge unions. The student is father to the teacher.

Political preference is easily remediable. There is no shortage of radical-right intellectuals with whom to strengthen the House of Lords as a "second opinion" on the Commons.

The dedication of the conservative-left intellectual will not be matched until the radical-right intellectual recognizes the danger to intellectual freedom. Since by nature he is more of an individualist than the conservative-left collectivist, reform will take time. Philosophical preference will be as difficult to remove in academics as it was in the church. The main safeguard is knowledge of its prevalence to disinfest its influence.

Private patrons of scholarship could direct funds to more Buckingham and less through the UGC to the state universities might suffice. One

less redbrick would be no tragedy. One strong Buckingham would be a disaster in British scholarship that academics of all schools should demand for the vitality of higher education.

The false denunciation of the market as obstructive to the welfare state will wane, but very slowly in the lifetime of present left-inclined heads of departments and their acolytes. Again the short-term antidote is publicity.

Elitist leftism in British higher education is cavalier about his sentiment. The radical right emphasis on the market mechanism is more consumer oriented and respectful of popular sentiment. The conservative left ethos has strayed too far from the populace. It is supposed to serve. And the ultimate solution must lie in reconstructing the financing system.

It must be a cause for alarm to Mrs Thatcher, Denis Healey, and Jo Grimond that for 30 years the academic life of Britain has been dominated by university teachers caught up in a lop-sided, left-inclined, fashionable consensus, producing policies designed to frustrate the public philosophy. It is even more damaging to British intellectual vigour that they will survive in the universities and other centres of intellectual influence for perhaps 30 years or more after their outdated consensus has been revealed as an almighty flop, and the public policies it continues to produce do little harm, severe damage to the national economic, social and political life. The national interest lies in nurturing the best thinking. But it will not emerge until there is a more radical-right competition to the prevailing conservative-left ethos.

The solution may have to lie in multiplying the platforms and thus spokesmen for market-oriented solutions outside rather than inside the universities.

Within the universities there are two solutions. The long-term corrections would come from students themselves as grants are replaced

by loans perhaps eased in the early stages by vouchers. Britain has too long suffered from a university ambience in which industry and commerce, and therefore education for them, have been underestimated with contempt, or contempt by the conservative-left. Too much talent has been diverted to the non-commercial professions. More financing of students by themselves or by private firms would increase the emphasis on engineering, management or marketing education for industry that has helped Germany and France to overtake Britain.

The interim university solution is to emphasize facilities that produce graduates in engineering, applied science, languages, marketing and economics. The universities will have to accept that, as long as they accept taxpayers' money through Parliament, they cannot spend it without accountability to the taxpayers' representatives in Parliament. The theory of the UGC, that it makes universities independent of political influences, is defective because unrealistic and undemocratic.

But there is little prospect of early redress in the imbalance of intellectual influence. The conservative-left will long continue its dominance in the social sciences. The solution is to create more platforms for the radical-right outside the state universities.

This means the press, television, book publishing, the Open University (or rather largely "shut" to radical-right teaching), the House of Lords, and perhaps in new forms. And the examples of the IEA should encourage academics in other faculties to question their conventional consensus. If British intellectual life is to regain vitality and quality in the next five or 10 years, while there is still time to challenge the conservative-left ethos, it will have to be redressed by a stronger radical-right voice outside the universities. If we wait for the slow, long-run solution of intellectual conviction, it will be too late.

The author is co-director of the Institute of Economic Affairs.

continued on page 14

2. *John 1:1-18*

John Durant

John Durant is staff tutor in biological sciences in the department of extra-mural studies at University College Swansea.

BOOKS

The loneliness of the general practitioner

The Division in British Medicine: a history of the separation of general practice from hospital care 1911-1968 by Frank Honigsbaum
Kogan Page, £12.50
ISBN 0 85038 133 9

An Analysis of Primary Medical Care: an international study by W. J. Stephen
Cambridge University Press, £12.50
ISBN 0 521 21860 8

A dominant feature of the medical profession in Britain, and to a lesser extent in almost all countries of the world, is the separation between generalists and specialists. These two books, though very diverse in content and style, are both concerned with different aspects of this division.

Honigsbaum's book is an elegant historical account of the division between generalists and specialists in Britain from 1911 to 1968. Starting with the formation of the panel system in 1911, Honigsbaum traces the complex and fascinating sequence of events that pushed the general practitioners further and further away from the hospital and created the cleavage, indeed principally through the referral system, that is so familiar to patients today. It is a story of power and influence, stubbornness and fear, missed opportunities, political intrigue and professional self-interest. In telling it, Honigsbaum has maintained the cohesion and pace of the narrative while adding a profusion of detail

that not only increases the enjoyment of the book but also persuades the reader that this is how it really was.

The stars of the cast—the Webbs, Brackenbury, Dawson, Bevan, Morant, Hastings, Smyth, Newman—are supported by less familiar names, like Miss Emilia Augusta Louise Lind-Hageby and Dr Harvey of Bath, who in 1926 refused to administer anti-toxin to a child with diphtheria in protest against vivisection. Here too, are such neglected events as the dispute at the Llanelli workmen's club in 1934, Dr Welby's arthritis, the contribution of Kibbo Kift and the scandal of the Tisbury air-raid shelter in Liverpool Street.

Yet it is, of course, the major events and the giant personalities that dominate the story, and Honigsbaum handles them with a thoroughness that is not to be found elsewhere. Beginning with the early tension between National Health Insurance, the Boards of Guardians and the Local Government Board, Honigsbaum's analysis ranges across the struggle to create a Ministry of Health; the impact of the Beveridge Report in 1940 and the subsequent erosion and final rejection of the concept of the health centre as a meeting point for specialists and generalists; the breakdown of the panel system and the growing exclusion of GPs from the hospitals; the resurgence of the profession to the threat of municipal control; the role of the trades

unions; the political accomplishments of Bevan in establishing the National Health Service and its repercussions on relationships within the profession; the failure of the profession to grasp the opportunities offered by the Health Service to make a new start; and the post-war attempts by GPs to establish family practice as a specialty in its own right, with a status and authority independent of the hospital. The book is much stronger on the period from 1911 to 1940 than on the post-war years and it might usefully have started before 1911, by which time the contours of the system were already well established. Nevertheless, it elaborates and documents what is basically a familiar story with uncommonly thorough care and it will take its place among the standard works on the history of British medicine in the twentieth century.

By 1968 general practitioners in Britain were more isolated from the hospital than ever before. Stephen's book is concerned in part with the effects of this division and isolation on the pattern and quality of health care, not only in Britain but throughout the world. It is a remarkable book, written by a general practitioner with limited research resources, yet incorporating a wealth of descriptive material. After an introductory chapter which defines the authentic criteria of primary medical care as those of availability, accessibility and continuity, the bulk of the book presents a descriptive account of

the structure, organization and financing of medical care in 23 countries, including the EEC countries, the USSR and Eastern Europe, North and South America, Australia, New Zealand and Japan. The material, gathered from personal visits and discussions as well as from the published literature, focuses in each country on the methods of financing medical care, the provision of primary medical care and its relationship to the hospitals, maternity and child health services, and medical education and training. The account of each country concludes with a personal assessment of the strengths and weaknesses of each system of care.

Stephen's book likewise has its strengths and weaknesses. It is an excellent source-book, not only of descriptive material on the organization of medical care, but also of quantitative data on costs, resources and utilization patterns in many countries. Probably no other book covers as many different countries. Moreover, being written from a standpoint of commitment to primary care, the book has a crisp, evaluative perspective that many more "objective" studies, while favouring those countries like Finland which are investing very heavily in primary care, doubt the wisdom of trends in other countries like the United States and, for very different reasons, the USSR, which overemphasize the importance of hospital treatment. Stephen skillfully anticipates the value of his observations with the insight

of an experienced practitioner. On the debit side, the book is too wide-ranging and superficial to be totally convincing. Though it limits its objectives to an analysis of primary care, Stephen ranges over much wider terrain, including complex issues of financing and organization of health care, and he fails to supply the systematic criteria required in any rational judgment about the ways of doing things.

This weakness is nicely illustrated in his concluding remarks about the relationship between generalists and specialists. In his view, medicine urgently needs a family physician who can integrate and treat the majority of illnesses occurring in the community, and also offer basic preventive and health education. Such a generalist, he argues, is better than a specialist, and a specialist is better than a family physician who can integrate and treat the majority of illnesses occurring in the community, and also offer basic preventive and health education.

J. R. Butler

J. R. Butler is assistant director of University's Health Service Research Unit.

Crisis talk in social work

Social Work, Welfare and the State edited by Noel Parry, Michael Austin and Carole Satyamurti
Edward Arnold, £3.95
ISBN 0 7131 6233 3

Trapped Within Welfare—surviving social work by Mike Simpkin
Macmillan, £2.95
ISBN 0 333 33177 5

These books belong to the genre of welfare writing which first strongly asserts that the welfare state and social work are in a state of crisis and then goes on to delineate, with differing degrees of success, the features of that crisis from the viewpoint of practitioner and client.

Crisis talk is certainly prevalent in welfare, and is characterized by its use of generalizations and lack of detailed empirical evidence. Carole Satyamurti's essay on care and control in local authority work in *Social Work, Welfare and the State*, for instance, is based on an impressionistic study of one local authority and the author acknowledges that she had no way of knowing how typical it was, while Mike Simpkin in *Trapped Within Welfare* is prepared to dismiss one of the few empirical studies of social work to show some positive results as "questionable" in an

unexplained way.

My intention in referring to this is not to advocate complacency but simply to point out the need for more detailed and systematic description. Parry, et al. certainly attempt this in dealing with the history of social welfare, but the present and the recent past of social work still requires its Hamlet. Without the right perspective we tend to reify terms like "social work", "the state" and "social control". Careful description is a basic requirement to a radical perspective which is going to assess that, while being essentially flawed, social work is still capable of redemption.

Social Work, Welfare and the State emphasizes the social, structural and historical dimensions of welfare provision in a collection of nine original essays. Philip and Val Corrigan, Yeo, and Unsworth write on aspects of the history of social policy and on general and particular developments in social insurance and mental health legislation. Jones, Noel and Jose Parry contribute respectively on the history of social work education and on social work as bureau-professionalism. Other essays emphasize the care-control dimension of social work from the point of view of the local authority setting and of understanding and working with the

family. Clarke discusses problems of theory and practice in the context of critical sociology, while in the final chapter the editors draw broad conclusions and make a number of recommendations.

Trapped Within Welfare is not aimed at an academic readership, but it covers some of the main issues discussed in the collection of essays. Simpkin's analysis of professionalism, the problems and the solution of social work practice, and of Seeborn factories are passionate and concerned. It is perhaps to be expected from someone who sees himself as trapped that his description of social work practices are somewhat restless, but he suggests that it is simply conservative to question his remaining in an occupation he describes as "licensed prostitution", the lubrication of "policy" and "essentially repressive". It seems to me that he continues in social work because, despite his analysis, he sees a chance of retrieving genuine and authentic practice through its boundaries are not easily glimpsed. He advocates a policy of not letting "radical" ideas in, by which clients pass without comment, since silence only confirms respectability and prolongs prejudice. Is social work then to be constituted as the attempt directly to reduce prejudice of all concerned?

Each of these books uses a broad canvas, partly because of the emphasis on social structure and partly because of theoretical conviction that no analysis ever approaches finality. Yet I trust the general preoccupations of these works more than the Central Council for Education and Training in Social Work's current "mission statement" which, of skill-differs. The issues raised particularly by the collection of essays are of crucial importance: the persistence of the derogatory, undervalued dichotomy, the role of social work in the state, the idea and the ideal of the care that is human. The authors also contribute to the debate concerning the "relationships" for and the compatibility with social work practice of a distinctly radical perspective. In their discussion of the history of social policy they achieve a Marxist function which is not easy to face how the "progressive" elements, the achievements of the working class are to be distinguished from all else that is regressive in the development of the "welfare state".

Noel Timmins

Noel Timmins is professor of social work studies at the University of Newcastle.

Care or control?

Social Work and the Courts edited by Howard Parker
Edward Arnold, £4.50
ISBN 0 7131 6163 3

In the past decade, social work has undergone radical change through the reorganization of the personal social services and rethinking about the "essence" of social work. Definitions of social work are particularly difficult to elicit and in the context of the law courts, where welfare and control ideologies have to some extent been married, any confusion about what the function of social work is or should be is compounded by the fact that other agents and agencies involved (magistrates and police, for example), may have greatly varying expectations.

Social Work and the Courts has two main objectives. First, it aims to provide a thorough account of the "here and now" social work functions in and around the courts, while also considering the role of social work in tribunals. Since it is concerned with what social workers do, the main focus is, as is pointed out by the editors, on the content of social work practice. Secondly, by presenting a critique of social work in the courts, the book is offered as a contribution to "the social work debate". So that as well as making implicit statements about the inadequacies of social work in the present practice, the contributors also seek to present explicit definitions of what the social worker's function in the court should be.

Undoubtedly, the book gives a good account of the statutory framework which governs social work in court and related settings and to that extent one of the objectives of the volume is in part achieved. As for the implications of social work practice however, some of the chapters are disappointing in their lack of rigorous critical statement about what social workers actually do. The first section concentrates on court work with children and, as for the implications of social work practice, an important area given the significance of developments in juvenile justice in the United Kingdom. The chapters on the juvenile court in England, the children's hearings in Scotland, and on social work and domestic proceedings all contain excellent descriptions of the framework within which social workers are required to operate. The same could be said about Kerslake's chapter on after-care. But though they all make allusions to the ambiguities and confusions which confront the social worker in each setting, there is in fact little critical analysis of practice.

The practical implications of welfare and control ideologies within a single organizational structure are

more fully analysed in a number of those contributions that show what different kinds of research can offer to social work. In discussing professionals in the magistrates' courts, Gaskin and Powell identify and analyse the strategies adopted by probation officers in reconciling social work with court functions. Hardiker, in considering the role of probation officers in sentencing, makes specific reference to ambiguities between welfare and control, or "tariff" and "need" considerations are resolved in the writing and presentation of social inquiry reports.

The chapter which social workers will perhaps find most pertinent, however, is Parker's own on defendants' perceptions of juvenile justice and criminal justice. Different groups such as magistrates and the police have very different expectations both of what social workers are and of what they should do. What Parker does is to consider what the social worker's perception of the social worker is maintained by the client and to examine its implication this has for the social worker's relationship with the client. He "deeply implicated in defendants' imagery of the prosecution process". Surely, the point to be taken from these chapters is that what social workers or probation officers actually do is readily identified from the growing literature.

What is also made clear is that, given the lack of definitive statement as to objectives and functions, the development of social work in the courts has been determined by broad political forces. Morley's chapter on juvenile justice and Kelly on social work in the Northern Ireland courts, both in different ways point to the significance of the political context in moulding the nature and form of social work with offenders.

In all, the book provides a good account of the problematic nature of social work in the courts and the related areas. At a time when measures proposed by the Government reflect a lack of faith in a welfare approach to crime control and when the Black Committee in Northern Ireland has just recommended distinct processes for dealing with children who offend and children in need of care and protection, it is appropriate that such a book should appear.

Stewart Aguilu

Stewart Aguilu lectures in social administration at Edinburgh University.

BOOKS

An extra-curricular study

American Academics: then and now by Logan Wilson
Oxford University Press, £7.50
ISBN 0 19 502482 6

In 1942 Logan Wilson, then "a fledgling academic and sociologist, curious about the folkways of my chosen occupation", wrote *The Academic Man*. Since then he has served as dean of Newcomb College, Tulane University and vice-president and provost of the University of North Carolina system, president of the University of Texas at Austin and, later, chancellor of that system from 1963 to 1961. From 1961 to 1971 he was president of the American Council of Education, before retiring in 1972. Dr Wilson then decided, "as a retirement years project", to take another look at the academic profession.

Since 1912 the water flowing under the bridge of academe has not only been great in quantity but puzzlingly murky and subject to countervailing currents. As an academic administrator of very long experience, Dr Wilson was expected to focus on continuity and change between the early 1940s and the late 1970s. He has lived and worked through the "veterans" expansion of the late 1940s, the birthrate bulge of the early 1960s, the campus troubles of the late 1960s and early 1970s and the beginnings of recession in the mid and late 1970s.

Yet the book is disappointing. Its weakness derives in part from its author's uncertainty about his readership. He tells us in his introduction that "this discourse is not directed towards any special category of potentially interested individuals. Undergraduates contemplat-

ing graduate work, prospective academics, professors, administrators and trustees should all be concerned with many of the topics covered". Yet my heart sank when I read the disclaimers which follow. One, "my general treatment, however, is not designed as a primer for the young and uninformed", is followed nevertheless by sentences such as, "University administration and governance display some rather curious anomalies and contradictions. Egalitarianism and elitism exist side by side. Power moves up as well as down". In this country, however, a university is usually defined as being comprised of a college and one or more graduate or professional schools. The reader is at the same time subjected to frequent other diction, almost always in the direction of the need for "excellence", the possibilities of "numerous" arrangements and sentences which begin "my only comment is..."

Having decided not to offer a monographic study of his own and other people's research the author nevertheless decks out his observations with all the necessary trappings of that form (tables, footnotes, appendices, which do not, however, relate to the text in any expected way. A page spent summarizing another's work is more often than not followed, not by a detailed scrutiny of it, but by only a sentence or two of comment. A table headed "Weighted average salaries and average compensations by category, type of affiliation and academic rank 1976-77 (standard academic year basis)" evokes the one-sentence comment: "It is clear that the doctorate granting institutions compensate all four ranks of academics at higher rates than do other categories of institutions."

Dr Wilson is very interested in "status", and six of his 11 chapters are devoted to the matter. Since

this entails discussion of the best academics and their institutions, we are told very little about the majority of the profession, who provide the bulk of university teaching. Dr Wilson's major omission is the curriculum—what do academics teach? What should they teach? In the index, "curriculum" has only one entry, "curriculum proliferation satirized, 285-6", and this turns out to be a footnote referring the reader to "a conference address (unpublished)".

Nowhere in the book does one sense the outrage of some academics, the agonized self-doubt of others and the sheer self-righteousness in a very vocal few during the curricular debates of the late 1960s and early 1970s. Nor is there to be found a considered view as to what effects on the curriculum of higher education a period of recession such as American academics are now facing might or should have.

Dr Wilson does acknowledge that other countries face similar problems, though the extent of his comparative approach goes no further than occasional references to Britain, which are based entirely on Halsey and Trow's *The British Academics* (1971). No mention is made, for example, of the third appendix volume of the Robbins Report (1963), which does in very great detail "Teachers in Higher Education".

If these are the considered reflections on long experience by "an old pro" in higher education" (as Dr Wilson calls himself), then fellow-colleagues in academe can only be disappointed when they might reasonably have expected to be enlightened.

Kenneth Charlton

Kenneth Charlton is professor of the history of education at King's College, London.

Balance of terror

The Nuclear Question: the United States and nuclear weapons, 1946-76 by Michael Mandelbaum
Cambridge University Press, £12.50
ISBN 0 521 22581 3

Aside from a slight tendency to repetition, and an inclination to divide everything into three (never two or four) which verges on the obsessive, this is a good book to be an historical introduction to American nuclear strategy and diplomacy which in answering the question of what has happened and why, avoids undue technicalities and abstract doctrinal debate (Herman Kahn not mentioned). The "rational actor model" takes priority over the "frictions" generated by domestic political pressures (either civilian or military). It is aimed, very obviously, and quite successfully, at the multiplicity of university libraries.

Though the logic of deterrence was foreseen as early as 1946 by Bernard Brodie, and the United States relied on the threat of massive retaliation during the 1950s, the main lines of nuclear weapons policy were laid down between 1961 and 1963. (These were the years when there was a good deal of "thinking about the unthinkable". The "faltering onset" of the "curve of innovation in nuclear weapons" helped make "survivability" (or a "protected nuclear capacity") the conventional wisdom of deterrence, while the search for arms limitation replaced the liberal universalism of the Baruch Plan of the late 1940s, with its unrealistic hopes of mutual ground inspection and the international control of nuclear weapons. The principles of nuclear strategy that endured well beyond 1963 were not arrived at, however, without hesitation and inconsistency (despite the large increase in the deployment of "first strike" proof Minutemen and Polaris intercontinental ballistic missiles). In the interests of flexible response the possibility of actually fighting a nuclear war received sus-

tained and serious attention in the form of civil defence, the doctrine of counter-force, tactical nuclear weapons, and a prospective anti-ballistic missile system (which Kennedy compared with "hitting a bullet with another bullet"). It took the Cuban missile crisis of 1962 to show that deterrence was less than "absolute" and more "absolute" than Kennedy and McNamara had supposed.

Michael Mandelbaum is an optimist in the sense that he believes that he is telling "the story of the evolution of the best of all possible nuclear worlds" (even if not "the best of all imaginable nuclear worlds"). The Cuban missile crisis was, of course, a nuclear confrontation which did not lead to "mutual assured destruction", but it was a less than perfect example of deterrence at work. The United States was still in 1962 the preponderant nuclear power, and had the advantages of any super-power in dealing with a threat within its own sphere of influence. It was able to exploit a regional supremacy (in particular its control of the sea lanes).

The reliability of what Clausewitz called "absolute war" has led to a revolution in strategic thinking, but the statistical probabilities of the logic of deterrence continuing to preserve the peace are irrelevant in comparison with the consequences of its momentary breakdown. There are, moreover, grounds for believing that a "classical" balance of terror is ceasing to exist (if it ever did exist) as a result of the proliferation of weaponry, both in regard to type, and in regard to country of possession. Nuclear weapons are becoming less and less special, even if they are becoming "smarter" and the chances of their being used for some limited, clear-cut purpose, as at Hiroshima and Nagasaki, are increasing.

Stuart Morris

Stuart Morris is lecturer in American history and institutions at the University of Manchester.

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BOOKS

Agropolitan approach

Territory and Function: the evolution of regional planning by John Friedmann and Clyde Weaver
Edward Arnold, £9.95 and £4.95
ISBN 0 7131 6149 3 and 6150 7

Some ten years ago Benjamin Chinitz set out to "articulate the anguish" of American regional planners. Years of experience of planning for backward and lagging areas had produced no clear strategy. In 1971 he wrote: "Fundamental questions relating to rationale, objectives and strategy have not been resolved in the legislative mandate or in the administrative process. The simplest questions of 'what', 'why' and 'how' still beg for unequivocal answers."

American planners are not alone in this dilemma and, to the extent that practitioners depend on theory for the advance of understanding and technique, their anguish is unlikely to be short-lived. Those simple questions demand anything but simple answers, while, on the world scale, the problems are compounded by the variety of administrative structures and ideological positions. Thus the mountainous literature of planning theory has drawn up few practical suggestions and experts begin to question whether a unified theory from which to model real-world regional development patterns will ever be produced. Small comfort here for planners!

There is also small comfort offered in Friedmann and Weaver's thorough study of the doctrinal/theoretical bases of modern regional planning. The work largely avoids practical issues and concentrates on concepts of development and methods of procedure, arguing that it is these that are important for state initiatives in practical planning. Part one deals with the "Second World War American tradition", surveying the developing interest in problems of regional character and balance and the associated theoretical discussions and planning proposals. This tradition emphasized the "harmonious relationship between man and nature" and showed "a deep respect for the limits of human intervention in 'natural' processes". Such emphasis was subsequently lost, but the pre-war intellectual background is suggested as important for the inspiration it offers to the current rethinking of conceptual foundations.

Part two takes up the ideas and objectives that provided the spatial framework for capitalist planning in the postwar years. The doctrine of "unequal development" emphasized the major contribution of the industrial core to the development of the periphery, theories of growth and the identification of national systems of cities. Thus the old, and valuable, idea of the territorial region faded from view. The doctrine of polarized development (to which Friedmann himself had contributed handsomely) is examined

at length and strongly criticized. The "growth-centre" concept, too, (one of the few practical policy initiatives to emerge from postwar theory) is criticized for conceptual inadequacies and failure to achieve expected results.

Part three moves on to discuss the "paradigm shift" in regional planning discerned by the authors. Planners are passing through "a period of deep self-examination" and are "experiencing a widespread loss of confidence". The true meaning of "development" is being questioned and a new doctrine forged that turns away from concepts of unequal development and polarization. Major "world-historical" forces influencing this process include wider knowledge of developments in China and the transnational corporations. The authors do not fully work out the Chinese influence, but confine their discussion chiefly to the transnationals, whose growing power raises major questions for world economic growth, regional balance and resource use. The new paradigm rejects growth-centre doctrine, which is judged to be "completely attuned to the ideology and planning approaches of transnational corporations". In its place an "agropolitan" approach is suggested to replace the single dimension of functional space with the principles of territorial integration and selective regional closure. In this concept and approach the traditional virtues, concerned with natural resources, equity and self-reliance, are fostered.

No brief review could do justice to the developing argument of this book. Many will disagree with the abrupt dismissal both of postwar development theory and of the apparent fact that any growth implies unequal growth. The dismissal of the growth-centre approach also seems to be premature. Where has it been tried on a sufficient scale and over a sufficient period of time to demonstrate its true potential? The authors also show a surprising lack of familiarity with practical planning development in the United States. Thus, the Title V regions set up under the 1965 Act are said to have "ceased to exist". This is not the case; indeed, since the book was written, they have been further expanded in number and area and may well play an important role in an emerging policy for "balanced national growth". Again, it is argued that development policy "remained silent on questions of rural development" yet it is generally held that the American Economic Development Administration has been a "rural-oriented" agency through most of its career.

Such points apart, however, this is a useful contribution to its field, and one fairly guaranteed to provoke questions of established doctrine. It should be read by all with an interest in the field.

R. C. Estall

R. C. Estall is reader in geography at the London School of Economics.

Looking at new towns

The British New Towns: a programme without a policy by Mervyn Aldridge
Routledge & Kegan Paul, £10.50
ISBN 0 7100 0356 0

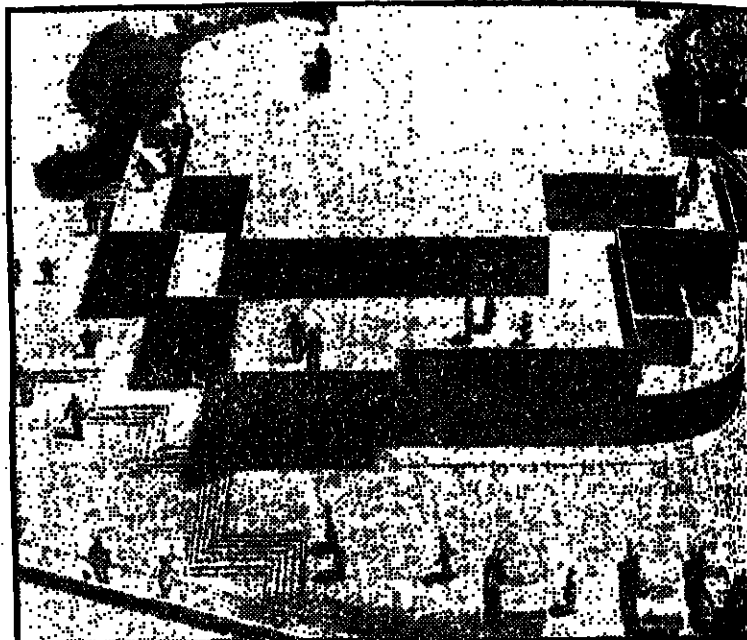
Despite the wealth of existing material on British new towns, this is an apposite moment for a new book on the topic. Just when it seemed the new towns were being regarded in a rather more muted light as an instrument of state intervention (although Aldridge is anxious to point out the extent of the remaining commitment to further new town development), events have conspired to focus attention on them once more.

The recent proposals for what amount to development corporations to try and revive parts of inner London and Liverpool and the crisis of unemployment at Corby, associated with the restructuring of the British Steel Corporation, have both in their different ways led to renewed scrutiny of new town development.

These events post-date the completion of the book, but the author does identify central issues in the development of new towns, especially that associated directly and indirectly with the Town and Country Planning Association, which point to a need for a critical reappraisal of new town policy. In particular, she notes an emphasis on continuity, rather than contradiction and change, and a neglect of the ideological content of policy. She seeks to rectify this situation.

The book falls into two sections. Chapters one to four and eight give a brief chronological account of the development of new towns from 1945 (the publication date of Ebenezer Howard's seminal statement) to 1978. By incorporating recent policy changes and the material contained in the House of Commons Expenditure Committee report on new towns, the author provides a valuable addition to existing accounts of new town developments.

Chapters five to seven concentrate on vital policy issues: the ownership of assets; the concept of "balance" and "self-contain-



Architect's model for the Galley Hill activity centre in Milton Keynes.

ment"; and the relationship of new towns to inner city decline and regional development. In the course of this, Aldridge identifies numerous contradictions and discrepancies between policy intentions and outcomes. She shows, for example, the incompatibility of stated goals for employment and housing and the failure to provide housing for disadvantaged inner city residents.

In the final chapter, the author powerfully reiterates her key thesis that new town developments have not, contrary to general opinion, formed part of a single, coherent programme with an overriding policy objective. Rather, there have been a variety of policy goals specified (even if retrospectively on occasions) for new towns in different times and places. This has led to confusion as to what objective or objectives were being or should be pursued, a set of policies with conflicting objectives and the dilution of a "visionary social programme". At this point the author's own ideological commitment to new towns as a vision of social progress serves to bias her analysis. Instead of denouncing the failure of new town policy to adhere to a unified, idealistic vision of social progress, she could inquire rather more deeply into why new town policy is riddled with paradoxes and contradictions.

One way to pursue this line would be to draw upon theories of the state (as developed, for example, in the work of Habermas and Offe) which emphasize the impact of competing demands on policy formation, and the consequent problematic and contradictory character of intervention.

Despite such qualifications, this is a useful addition to the literature on British new town developments.

Ray Hudson

Ray Hudson lectures in geography at Durham University.

Planning in the abstract

Planning Theory and Philosophy by Marius Camille
Tavistock, £9.50
ISBN 0 422 768 405

This book's aim is to examine "the relationship between theory of planning and philosophy of science and the phenomenon of the emergence of the idea of 'planning' in the abstract" through a parallel examination of planning theories and the philosophy of science.

Camille is concerned with urban and regional planning in particular, which, he argues, like other types of planning has been plagued with a move towards a concern with procedure rather than with substance.

He enlarges on this important distinction later in the introduction, showing how "theories in planning" are very largely analogies between urban phenomena (such as travel patterns) and the natural sciences (for instance, the Newtonian model of celestial mechanics). He contrasts "theories of planning" that are of procedures or processes in general, have been built in an excessively "abstract way by reference to such fields as cybernetics and systems theory which are themselves the outcome of the military and space programmes of the past forty years or so.

Seventy years ago, says the author, planning was concerned very much with substance—houses, parks, factories, roads, sewers—whereas it has now become over-embellished and obscured by form which "leads away from any attempt to understand and explain the processes that go on in reality". So far, this is rather familiar ground to those who have been engaged in planning research and practice, but in the chapters which follow Camille develops a fresh set of comparisons (Figure 1 is a very useful structural diagram setting out the sequence of discussion to be followed).

The first three chapters draw parallels between three widely held forms of planning theory—rationality, incrementalism and mixed scanning—and three dominant aspects of scientific philosophy—verificationism, falsificationism and the "methodology of scientific research programmes" respectively. Rational, comprehensive planning has its historical roots in architectural master plans and, infused by the "systems" movement of the 1960s, has seen its full British flowering in the structure plans of the 1970s. Incrementalism is largely a critique of this, claiming that comprehensiveness is impossible and that it is better to tackle one problem at a time. Mixed scanning rejects such polarisation, saying that wise decision-makers must maintain some kind of synoptic view while selectively focusing on the more specific problems thus revealed.

In chapter one the author shows that, in spite of the fatal attacks made on the deductive ideals of rationalism, planning has never really abandoned the rational, comprehensive approach. However, the "disjointed incrementalism" which provides the underpinning for so much later false policy-making, and which owes so much to the considerable success of Popper's methods "was not successful in becoming the accepted paradigm in planning theory". Attempts to get the best of both the rational and the incrementalist, and this disjointed incrementalism have been made by Lakatos in philosophy and Bixion in policymaking but their claim to universality, he concludes, their inability actually to define the criteria that are sought.

Chapter four shows how attempts to circumvent the "disjointed incrementalism" by moving into humanistic and search-like theories are still excessively concerned with abstract forms rather than real content. Chapter five, on "planning theory and urbanism" affirms the author's point

that theory must be rooted in a critique of practice, "ignoring the distinction between theory of planning and theory in planning" by asserting that knowledge and action are inseparable and chapter five looks to the future by comparing bourgeois and Marxist planning theory. Here the author is forced to admit that their respective claims cannot be evaluated by philosophical means but only by examining the superiority of materialism and the attempts to examine concrete reality rather than moving away from it.

Camille largely ignores his own precepts. The abiding impression of a reading of this slim volume is precisely one of excessive abstraction. His citations of radical urban scholarship seem innocent of much of the best recent work which he examined the workings of property development, industry, capital, the transport industry, the housing market and so on in considerable detail while attempting to contribute to the development of urban theory which is grounded in material realities. The central question of the analytical planning of the very concept of "planning" is left untouched. And why in such a "rational" and deeply scholarly work does the author relegate to appendices such vital material as analogies, contradiction, hierarchy and materialism? The main text is weakened by this.

In view of the considerable progress which has occurred in such a field we badly need a readable review of the road being trodden back to material reality of the 1980s. It is a pity, then, that Camille, while a thoughtful and deeply thoughtful work, must stand accused of the very faults he rightly finds in others.

J. B. McLoughlin

J. B. McLoughlin was until recently head of Liverpool Polytechnic's department of town and country planning.

BOOKS

The dramatist and his nationality

Threshold of a Nation: a study in English and Irish drama by Philip Edwards
Cambridge University Press, £10.75
ISBN 0 521 22463 2

"There is no fine literature without nationality." So wrote Yeats in 1889. As that belief established itself ever more firmly in his thinking and writing and urged on him an awareness of the need to establish a national theatre movement Yeats turned increasingly for analogies to substantiate his arguments to the works of Shakespeare, Jonson and their contemporaries.

Giving a nation knowledge of its own identity imposes no easy burden on the dramatist in that it requires him to fulfil the often antagonistic functions of propagandist, critic and spiritual adviser, for his work must evoke in his audience both a sense of vision and a sense of conscience. Under the pressure of these demands depicting the condition of the present often becomes possible only indirectly through an exploration of the historical or mythical past.

On other (rarer) occasions the

poet/dramatist may write directly about his private dilemma making his political and moral uncertainties reflect the larger political and moral uncertainties of the age. Yeats's poet Seanchan, who chooses to die of self-imposed starvation on the threshold of his king who refuses to recognize the poet's claim to duty both to the state and to the integrity of his vision, is a fitting emblem for the dilemma that confronts the dramatist who elects to guard and foster the spirit of a nation. Unless he proceeds with care his reward may be moral or spiritual suicide.

Professor Edwards's superb new study is divided into two sections: seven chapters are devoted to the Elizabethan, Jacobean and Caroline stage and three to the Irish theatre of this century. Throughout his focus is on the complex relationship between the author and the audience which he illuminates with an impressive scholarship ranging with enviable ease over literary, theatrical and political history. Given the structure of the book and the Yeatsian viewpoint which affords a start for so many of the investigations, it must have been a constant temptation

to go for obvious analogies to prove a thesis. But a thesis as such is precisely what Professor Edwards wishes to avoid: he never relaxes his reader's awareness of the differences between the two periods politically and so renews generalizations.

The dilemma he is exploring is one which each dramatist must solve on his own terms and how he solves it in large measure determines the unique quality of his work. It is the rigour and the scrupulousness of *Threshold of a Nation* which impresses. So persuasively is the argument conducted that one is left wondering why so apparently obvious a subject as a dramatist's sense of his nationality has not been approached before, particularly since Professor Edwards never disguises his debt to other scholars. One is conscious of how regularly he offers fresh interpretations simply by extending their thinking a stage further.

With the earlier period the argument focuses on the dramatist's differing views of what constitutes royalty. There is a penetrating study of Marlowe's view of the sacredness of kingship as a value which continually eludes Tambur-

lane and renders him spiritually impotent and which is discovered in Edward II only in its prolonged and terrible desecration. The use of Shakespeare's monarchs derives not merely from the tensions between the man and the office, in Professor Edwards's view, but from tensions inherent in the duties of kingship as being at once an embodiment of the nation's spiritual ideals and the enforcer of national security—the one function hieratic, the other efficient; the two rarely sustained in conjunction. Lyly's *Sophy and Phao* is sensitively reappraised for the delicate pathos of its portrait of Queen Elizabeth as constantly suffering "because she is human enough to love and princely enough to conquer love". The most challenging and courageous chapter investigates the contradictions in Jonson's career: in the light of the flattery expected in return for court patronage, Jonson the satirist is reconciled with the writer of the masques through an exposition of the latter "not as a disquisition of James but as an injunction to James". The divisions of order having no reality outside their creator's imagination.

trace the emergence of the peculiarly savage satirical temper of the finest plays from Yeats's despair at the apparently wilful refusal of the Irish to recognize the *rex abscindit* when he manifests himself, except perhaps in the moment of his death. That self-satisfied wilfulness is the target of later writers like Johnston and Behan who set about violently breaking traditional dramatic conventions to offend their audiences into an awareness of their apathy. This is drama for a nation that has lost a proper sense of nationality, a drama exclusively of conscience not of vision.

Not the least of the pleasures to be gained from reading this study is the powerful stimulus it offers to apply its ideas to other writers and other periods. Brecht is never mentioned but what fine insights we are given indirectly into his reworking of Elizabethan drama and into the complex ironies of his late plays. *Threshold of a Nation* richly repays careful reading.

Richard Allen Cave

Dr Cave is a lecturer in English at Bedford College, London.

Chaucer's classics

Chaucer Among the Gods—the poetry of classical myth by John P. McCall
Pennsylvania State University Press, £6.50
ISBN 0 271 00201 8

Chaucer's Language and the Philosophers' Tradition by J. D. Burnley
Routledge and Kegan Paul, £12.50
ISBN 0 5591 051 2

A Chaucer Glossary compiled by Norman Davis, Douglas Gray, Patrick Igham and Anne Wallace-Hall
Oxford University Press, £7.50 and £3.50
ISBN 0 19 811168 1 and 811171 1

These books are reassuring simply because their unpretentious scholarship firmly reasserts our appreciation of Chaucer—indeed, we have virtually learned—taking their subject beyond the old frontiers. The glossary, apart of course, and the study of Chaucer's language, are a sprinkling of fashionable jargon ("stereotype", "rhetoric of fragmentation"), they are not badly written, are well-organized, concise and of manageable length. There is nothing flashy here, nothing eccentric or clever, they are exciting because they are substantial conclusions voiced one's own faint suspicions and fully answer questions one had only partly formed.

Professor McCall modestly claims his *Chaucer Among the Gods* is a useful introduction to Chaucer's attitude towards classical materials and, important to his various tells us that he left what began life as a sort of dictionary of ancient allusions to some years' of very busy but also a critical work, "an insistent inquiry into Chaucer's own vision and the traditions of medieval literature which he explores briefly and clearly; but he puts simplifying history as the poet works to sustain the tradition of narrative poetry (Virgil, Homer, Lucan, Statius), and presents the old gods (Zeus, Poseidon, such a mob) as belonging to a time when most lived under the law of nature, before the era of grace and redemption.

The title to Dr Burnley's title is *Chaucer's Language and the Philosophers' Tradition*.

R. T. Davies

R. T. Davies lectures in English at Liverpool University.

Winchester papers

The Courage to be Literary by Pat G. Kinnear, and *The Development of Drama in Higher Education* by Martin Kees are the two series offered. Both are produced by the Winchester Centre for the Study of the Arts and the Humanities.

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NEWCASTLE

LEON JONES

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THE CHINESE UNIVERSITY OF HONG KONG

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1. SENIOR LECTURER/LECTURER IN JOURNALISM AND COMMUNICATION—To teach journalism and broadcasting. Applicants should have media experience and strong interest in any three of the following areas: Radio and TV News; Radio and TV Production; Graphic and Sound Communication; Cinematography. Teaching and research experience is mandatory. Knowledge of Chinese will be an advantage.

2. LECTURER IN CHINESE LANGUAGE AND LITERATURE—To teach translation between English and Chinese, and Chinese Linguistics. Higher degree holder in Linguistics specializing in Chinese preferred.

3. LECTURER IN ENGLISH—To design and develop courses in Nineteenth-Century Fiction and American Literature. Ability to teach Continental Literature in translation preferred. Applicants should have a relevant Ph.D. and some teaching and research experience.

Annual Salary (in Hong Kong dollars and currently under review).

Senior Lecturer: \$105,540-141,780 by 8 increments
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(Exchange rate £1=HK\$11 approximately). Starting salary and the grade to which the appointment is made will depend on qualifications and experience.

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HONG KONG

THE UNIVERSITY OF HONG KONG

MANAGEMENT STUDIES

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BUCKINGHAM

THE UNIVERSITY COLLEGE

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Universities continued

NATIONAL UNIVERSITY OF LESOTHO

Applications are invited for the post of:

LECTURER OR ASSISTANT LECTURER IN MATHEMATICS

Tenable from 1 August 1980. Duties will include the teaching of service courses in the Faculty of Humanities and of Social Sciences. These comprise a basic course in elementary mathematics for students in the Faculty of Education and Calculus for students majoring in Economics, Statistics and Commerce. At present the only requirement for the University is a Cambridge Overseas Certificate, but students in service courses may not have taken Mathematics beyond O-level. Preference will be given to candidates with teaching experience at a level, matriculation level or first year undergraduate level or equivalent. An interest in the teaching of Mathematics in Secondary Schools will be an advantage. The appointment will be on a permanent basis for a limited period, normally for two years in the first instance, renewable by mutual consent. Salary Scale: Lecturer R6,480-R7,520 p.a. (C1 starting at R6,480). Assistant Lecturer R4,500-R5,540 p.a. (C1 starting at R4,500). The British Government may supplement salary by up to 10% (revised annually and normally one of 1%) plus a housing allowance. Family passages: baggage allowance; gratuity or repatriation; education allowance; overseas leave; induction costs; or supplementation. Further application (2 copies) with curriculum vitae and naming three referees should be sent direct to Assistant Registrar (Academic), National University of Lesotho, Roma, Lesotho, by February 1980. Applicants resident in the UK should also send one copy to the British Council, 60/61 Tottenham Court Road, W1P 0DT. Further details may be obtained from either address.

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Join the academic numbers
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Union view

... and now our troubles begin

After unprecedented industrial action during the autumn term last year the 20,000 clerical and related staffs in universities were dragged reluctantly to the Standing Commission on Pay Comparability after accepting a 9.3 per cent pay offer from July 1, 1979, and our troubles now begin.

The eventual settlement was way below the rate of inflation and about half of the "going rate" at the time—unfair discrimination against a group of staff who, until recently, were militant pacifists on the industrial scene. One thing they have learnt is that the feudal concept that faithful retainers are always looked after does not exist and never did. The current salaries for clerical and related staffs range from £2,055-£5,577 per year and the vast majority of staff—more than 90 per cent—earn less than £77 per week gross. Prospects for improving this position are bleak, with no training and no career progression, and now the spectre of cuts ("Lecturers will have to do their own typing from now on"—question: will this be on the NALGO rate?).

To maintain the relative position of NALGO grades with the Civil Service (established nationally in 1974 and maintained until recently) would have required increases of 21 per cent at the bottom end and 26 per cent at the top end this year. Will the Clegg Commission rectify this anomaly? A joint request for a reference to the commission went to government in early November 1979 and took two months to emerge from the machine after much prodding of Ministers and Parliamentary questions—that was just to get the reference cleared.

Now it appears that the report will not be available until at least October 1980 (although members

only settled on condition that the report was published by April 1, 1980—ever been had?). Naturally the trade union side has asked for a meeting with the employers' side for the Universities Committee for Non-Teaching Staffs (UCNS) to negotiate an interim settlement from January 1, 1980, because clerical staff simply cannot afford to wait until October.

Many are already voting with their feet. Universities, particularly in the cities, are finding it difficult to recruit staff. With a 10 per cent vacancy rate and 30 per cent to 40 per cent annual turnover of staff in some cases, the position is desperate and the industrial action (which included refusing to work with commercial agency staff) revealed the extent of the use of agency temps. Some fairly small institutions were spending £1,000 per week on temps. At one university, not untypical, 8 per cent of the clerical salary bill went on agency staff; one temp had been at the university for three years and one example of a weekly bill for one temp came to £198.58—a far cry from a top whack of £77.

nalgo

So worried are some university employers about the situation that they have written urging the commission to have regard to the "grave difficulties" they are facing. A mass of evidence is now in preparation for submission to the Clegg commission, but to a large extent the damage is done and the cold climate which has settled on the whole of the public sector is hardly likely to lift for one vulnerable group of staff.

I was looking in the *New Oxford Paperback Dictionary* for the definition of the word "philistine" and it said "an uncultured person, one whose interests are material and commonplace". What an admirable description of this government!

Those who thought that Conservatives were the friends of universities have found out how wrong they are. Faced with fewer students and a contracting system and the real possibility of redundancies we

have the unedifying sight in universities of eminent people indulging in special pleading instead of challenging the "material and commonplace" policies of the Government on a broader front.

One university vying with another because they are larger, smaller, have more or fewer overseas students, bigger or smaller reserves, are red-brick or gall-fronted, will not change government policy and merely reveals political ineptitude. Many academics are running for cover in an hysterical anti-Robbins orgy ("We should never have expanded to take in the middle classes—we should have stuck to the upper-middle classes"). And some are actually looking forward to the return of the inward-looking super-elite research institutions of the past where the presence of Robbins is abandoned once and for all. The Government must be delighted with these antics.

The clerical and related staffs may not be paid very much, but they recognize "divide and rule" policies when they see them—they have suffered from them for years. The policy on overseas students' fees is irresponsible and short-sighted. Clerical and related staff can give examples of the value of international contacts. After all they deal with all correspondence from ex-students now in government or civil service positions all over the world.

For Rhodes Boyson to quote two countries (Iran and Nigeria) where we happen to have poor relations at the moment and say "one would not expect a Minister of State" is the Finistère of recommendations could be stillborn in departments which have relied on overseas students to remain open now have to close. This hardly seems consistent with Government policy to "regenerate British industry".

The so-called autonomy of universities is now a decided disadvantage (as it has always been for clerical staff) at a time when universities should be arguing against public expenditure cuts with a united voice.

Rita Donaghy

The author is chairman of the NALGO National Universities Committee and chairman of the trade union side of Non-Teaching Staffs.

Robbins is dead—and not before time



Keith Hampson

There always seems to be a certain speechless-wool spirit about the letters I receive from those stirred to write by these articles, and it seems to be wronging. Is it axiomatic that the educational world should be dominated by a "we have always done it this way" mentality?

The weaker the economy the more education wants to be exempt from cuts; the more the proportion of the wage group wanting university for an expansion of undergraduate places; but these, instinctive defensive postures become so traditional.

Longer tables of participation rates are again being banded around and there is a growing belief that it is somehow shameful for young people not to go to university. The *Times* itself has argued that the failure of young people to take a degree depresses their personal satisfaction, restricts their career opportunities, and reduces the country's productivity.

But they are able to make to the economy and the community".

I really thought we had got over such thinking. What has happened to the belief in part-time studies, to the vision of alternative FE, technical, professional and recurrent educational opportunities, to the ideas for promoting delayed and mature university entry? I recall an advertisement last summer for the Trustee Savings Bank: "Is there a future without university?" ran the headline. The answer was, is, and should be, "yes". It offered a good bank training programme for young people with two A levels. There is little logic in the assumption that an extra year of education at 18 or at 21 is more beneficial for everyone than a year at 30 or 40. Indeed, a great many individuals, and society itself, would benefit from earlier entry into a job with a return to education at a later date.

At a time when the American system has begun to move off the escalator that extends perpetually initial learning, are we seriously going to try to keep ours on it?

I wish to goodness someone in government would have the guts to declare that Robbins is dead. And not before time, for nothing now stands more in the way of giving British higher education a recurrent dimension than the Robbins philosophy: "No society can afford to educate 30 per cent of its youth at the cost of education at Oxford or Sussex", wrote Halsey and Trow five years ago. Today it is doubtful if we could afford 15 per cent.

We certainly cannot at the moment be expanding the rest of the spectrum of education experience and being far more innovative.

Even assuming a dramatic increase in resources, who is to say that a more of the same "disproportionate" expansion of the Halsey research (*Origins and Destinations*)—and that by John Goldthorpe (*Social Mobility and Class Structure in Modern Britain*)—hardly suggests it.

There is, incidentally, a danger of the Halsey-Goldthorpe debate being lost in abstractions. The fact is that a significant and increasing number of boys and girls from "uneducated" homes have scored educational successes, even though the proportion of working-class children have failed to improve significantly. In the Halsey sample, 88 per cent of boys at university came from home in which neither

parent was a graduate, and two-thirds of boys at grammar schools came from homes with no academic tradition.

Remarkable progress has been achieved only by massive inflow of resources as a result of economic growth. There must be a certain bitter irony in the fact that John Goldthorpe's prescription for achieving the central aim in his thesis, namely an "open" (egalitarian) society, is "radical reformism" by the trade unions, by which he means tough social policies, particularly educational, demanded in return for union cooperation with government. Since according to greater clarity to the "uneducated" who struggle up to the top of the social ladder, and productivity will, on all empirical evidence, promote even lower growth, one would not give much chance for improving working-class prospects.

It would be depressing if this research were to be installed in defence of traditional higher education policies instead of behind the improvement—long overdue—of our provision for adult recurrent education, as the means of providing better for those who might need at different stages in life to return to education in one form or another.

Clearly, however, more is wrong than the attitudes about which I have been complaining. There is a much broader—for want of a better phrase—"management problem".

The basic problem is not one of cash: immense amounts of people and money have been poured into the system, and still are being wasted. We are misusing, misdirecting and dissipating our precious educational assets. There are far too many in the education world who are not in ivory towers (as a bastion of independence, inquiry and speculation there is something to be said for them) but who have their heads firmly in the sand. Yet the performance of governments has been wretched too.

It would be churlish not to admit that the present Cabinet has shown considerable courage—whether one agrees with its decisions or not—in both its foreign and economic policies. Now is the time for equal boldness on the educational front. For too long, the country has badly needed a new and clear sense of direction to guard educational decisions.

Don's diary

Sunday

Writing Don's Diary is a daunting task. First of all, one wants to do well—you never know who may read you. Secondly, there are probably unwritten rules about what is, and, more importantly, what is not, *comme il faut*.

And thirdly, tomorrow sees the beginning of a new term in a new job and therefore number 2 above is probably even more important than I think.

Two thoughts enter my mind: firstly, I recall practical classes on individual and organizational learning, given during last summer's Institute for the Management of Learning Education at Harvard by Chris Argyris.

One of the most interesting exercises at the institute was to write up in parallel columns the dialogue of a difficult human relations situation we had "handled". In the first column go the words actually spoken by the parties which, according to Argyris, show the actors' "espoused theories". In the other column we entered what we were "really" thinking, feeling, fearing, dodging, suppressing; in words we aimed to make explicit as far as we could, not our "espoused theories" but rather our "theories-in-use".

The diary writer is in the grip of his "espoused theories" and how selective he is in what he "shares". The second thought is also American: in flavour, the post-Sundays have been full of mildly sociological analysis-cum-criticism of the last decade and it is hard to read far without coming across references to the "me generation". It all started the pundits tell us, in the United States; and it has now caught on/is catching on/will catch on increasingly in Britain. I wonder?

Expressing one's innermost experiences in a hotel ballroom with 249 others, the Provost of the Illinois Institute of Technology in Chicago to visit RGIT to explore the possibilities of student and faculty exchanges.

Monday

Human beings seek regularities in their behaviour: after four years of families I creep up to my office at 8.50 am, before the impending rituals of welcome. There are, as yet, no regularities and, although I know this, I am not reconciled to their absence. My discipline is to write. I am, however, by a warming feeling of the prodigal returning to the fold of higher education.

There is one regularity on my desk: the denudation of forests continues as the paperwork piles up. I begin to wonder whether the microchip will not soon be embraced by conservationists, for it ought to be possible to have paperless committees with colleagues huddled around VDUs in their offices or homes.

I wade through the papers, in particular through the report of a CNAA visiting party to the Institute. I recognize the rather special linguistic conventions which apply in this urban and very-British style of communication.

Tuesday

Rise to read *The Times* over breakfast and turn to University News, then the obits. My furniture arrives. The delivery chaps are splendid but, alas, the claims department of a certain insurance company will shortly have additional clerical work. Some items seem to have grown a larger number of irregularly shaped parts. Still, it's impossible to lose one's cool in the face of RGIT's courteous, resourceful and, quite unflappable head janitor and library Dumpty would be in better shape today if he had had his little accident in Scotland.

My first time in the chair of the Courses Review Sub-Committee of

Academic Council. The committee is part of a new academic—and committee—structure arising from the last CNAA quinquennial report. Our terms of reference are there in black and white, but what do they mean? We edge our way forward, here referring an item back, there lumbering one member of the committee with the execution of his own suggestion, elsewhere acutely aware of a sense of partially fulfilled responsibilities.

Wednesday

Entering my rubble strewn office I am struck by the thought that I probably do not exist. Neither for myself, nor for my colleagues. My role remains undefined. (I should perhaps explain that RGIT has never before had a full-time VP.) So, all round, the boundaries will have to be adjusted (back to the importance of the margin) and it would be foolhardy to believe that bountiful adjustments are an activity to which humans take with yelps of enthusiastic glee.

A secretary pops his head round my door to ask whether I am coming to the daily top brass gathering. I agree; I had no idea that such daily meetings took place. I am strongly in favour of regular directorate meetings, especially if they are used to explore in depth, in advance, and even in a relatively leisurely fashion, critical issues on the packed agendas of a stream of frenetic formal committee meetings. Occasionally, because I am a diarist this week, I try to step outside myself to reflect on what I shall write later in the day. It is a very self-conscious attempt at self-observation, and I feel a bit of a poseur doing it. But it reveals to me, for instance, that I have not picked up a book or journal for almost a week.

I resolve to stick to serious reading rather than writing and begin to prepare myself for tomorrow. I have invited the Provost of the Illinois Institute of Technology in Chicago to visit RGIT to explore the possibilities of student and faculty exchanges.

Thursday

In the six weeks since my visit to Chicago, Dr Sidney Guralnick, Provost of IIT, and I have corresponded and telephoned quite a bit to make the visit possible and, we hope, profitable for both institutions. We seem to have become old friends. It is strange how very occasionally, the relationship clicks immediately and comfortably into place. I conjecture that an identical sense of humour in both parties is a necessary but by no means sufficient condition for this. Within about two minutes of Sid having removed his galoshes and carefully stored them on my debris, we are discussing management of colleges.

Friday

Time for a brief reflection on a week that has passed rapidly: having spent the 1970s in two institutions, both of which were formed by merging colleges, I am struck by how readily people identify with the new college if they have chosen to go there, and how hard it often is for members of previous colleges to find any sense of identity with the newly merged institutions. At IIT, where this may even take the form of more or less open warfare between still identifiable (former) college factions. However, even within an historically unitary institution there may be a strong sense of separatism: if the parts are widely dispersed.

Much has been written on the value of the "dispersed urban polytechnic", but I wonder how the dispersion affects the work of, say, the academic board? I shall continue to ponder these matters, and to hope that my new environment will have a beneficial effect as I strive to sort the wheat from the chaff of current higher education orthodoxies.

Brian Gomes da Costa

The writer took up the post of Vice-Principal, Robert Gordon Institute of Technology (in Aberdeen) at the beginning of this term.

LETTERS TO THE EDITOR

Setting the record straight on new polytechnics option

Sir,—I read the item "Four colleges to become polytechnics" (January 11) with some incredulity and have taken time to check out the statements ascribed to the Committee of Directors of Polytechnics. The editorial on January 18 repeats alleged CDP statements and comments on them. May I set the record straight for the benefit of all concerned?

The 1969 White Paper Cmd. 3006 stated that "it is not intended to add to the list of polytechnics for at any rate about ten years." About a year ago, the CDP was asked by the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education for its views on the designation of further polytechnics. The CDP views were (i) that the selection of the policies in the 1969 White Paper had been demonstrated clearly and that the polytechnic concept was correct; (ii) that after 10 years, the Government should be requested to review the situation to establish whether there should be further designations; (iii) that, bearing in mind the present concern

of the provision of higher education, the designation of any further polytechnics should take in the geographical spread of the present positions. The matter was raised by me informally with the then secretary of state for education and science who did not think there was a case for further designation. As a brief for this approach, the CDP extracted from DES published statistics relevant data on a range of colleges. No one college approached in scale, size or diversity the smallest polytechnic. Nevertheless, any institution designated as a polytechnic within the policy of the 1969 White Paper would be likely to develop. Needless to say, the CDP at no time has put forward a short-list of named colleges which it sees as potential polytechnics. Any matter of a change in status is one for the institution, its LEA, the Regional Advisory Council and the Secretary of State. The CDP would expect to be given an opportunity to comment on any proposals, but would not wish to be party to any

decision and therefore would not suggest colleges for designation. The position in the prospect today is markedly different from that a year ago when the standing committee approached the CDP. The "capped" AFE pool and the reduction in pooled expenditure together with the review of the target numbers in higher education suggest that a further rationalisation and concentration of higher education will be necessary. How the present government will seek to effect this is still open to question but the CDP believe that one option may well be to consider the designation of a very limited number of further polytechnics which might stabilise the student unit costs and maintain academic standards in the non university sector.

Yours sincerely,
DAVID BETHEL,
Chairman, Committee of Directors of Polytechnics.

Sir,—In reporting the proposal from the Committee of Directors of Polytechnics that four new polytechnics should be designated, you

suggest that this proposal will be a blow to the aspirations of the Standing Conference of Colleges of Higher Education. It would be so if there were the slightest indication that such a proposal was in the mind of the present Government or the Department of Education and Science. As it is, it merely reflects the increasing anxiety of the CDP for the future of higher education in the maintained sector and in their own institutions. In particular, it would be a more helpful and constructive approach to this problem if the CDP were to associate itself firmly with the standing conference in presenting a united front in support of maintained sector institutions rather than by attempting to advance the cause of their own section by arbitrarily and without any form of consultation selecting certain institutions to join their club.

Yours faithfully,
J. V. BARNETT,
Chairman of the Standing Conference of Principals and Directors of Colleges and Institutes in Higher Education.

Sons and Lovers text cuts

Sir,—Since it may have been stimulated by my article in *The Times* November 19, 1978, on the Cambridge edition of D. H. Lawrence's *Sons and Lovers*, I make a personal comment on Keith Sagar's article on Garnett's editorial cuts in *Sons and Lovers*.

The argument that if these cuts are restored, then editorial changes in works by other authors must also be restored is a non sequitur. There can be no universal principle that all changes, solicited or not, by friends, advisers or publishers, must or must not be respected. An editor must inspect the circumstances in every case, and is likely to find them unique. Eliot's judgment accepted Pound's solicited cuts in *Unwilling Servant*, a manner which is quite distinct from Garnett's relationship to Lawrence. Even within Lawrence's oeuvre the circumstances vary from text to text, and the Cambridge editorial board requires its volume editors to argue each case.

So the news that the Leverhulme foundation is giving serious consideration to funding a high-level and wide-ranging inquiry into the future of higher education is very welcome. Now is the right time for such an inquiry. A few years ago the Robbins-inspired guidelines still seemed adequate. In a few years' time it may be too late. But today there is perhaps the right balance between surviving consensus and creeping doubt to make such an inquiry most valuable.

The consensus which was the achievement of Lord Robbins' committee of inquiry which reported in 1963 and of Anthony Crosland's binary policy announced two years later. Together the Robbins report and the binary policy solidified in the mid-1960s into a new orthodoxy about the style, structure, and purpose of higher education.

This orthodoxy, which could be summed up in two phrases: "expansion—but not too much" and "diversity—but not too much", was contested. A textual editor like me would not reduce to a minimum the relative priority of "maniculation" compared with the pursuit of the lofty ideals specified by Prof Harris.

Whatever the weaknesses in the leadership of the University of Rhodesia in recent years, there has been a presentation of the staff who worked towards the ultimate Africanization of that university. Professor JOHN HONEY, Leicester Polytechnic.



New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

A second Robbins or a first Carnegie?

The case for a second "Robbins" is as strong today as it was for the original committee inquiry under Lord Robbins almost 20 years ago. At the level of Government there is no policy for higher education, only bits and pieces of administrative expediency. Within universities, polytechnics and colleges, the sense of direction which was until recently so strong has been lost. The general public also seems to have lost some of its former faith in the value of higher education.

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Any new inquiry should not attempt to shore up the crumbling Robbins/Crosland orthodoxy. Yet that orthodoxy will have to be its policy for higher education, only bits and pieces of administrative expediency. Within universities, polytechnics and colleges, the sense of direction which was until recently so strong has been lost. The general public also seems to have lost some of its former faith in the value of higher education.

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All this makes a Leverhulme report a particularly exciting prospect and an important venture. It will certainly be a more difficult venture. While the Robbins committee was deliberating, an embryonic consensus in favour of the Robbins report was emerging. In some ways the most obvious instrument of "Robbinism", had already been planned and one had even enrolled its first students before the Robbins report. Lord Robbins and his colleagues merely had to enshrine, elegantly and persuasively, in its majestic detail, the conventional wisdom of the early 1960s.

A Leverhulme inquiry will have no such advantage. Where once there was consensus, now there is controversy. Where once there was a policy for all, now there is a policy for some. Above all, that very assumption about the purposes of higher education which Robbins could take almost for granted has disappeared. A second disability will be the lack of official sponsorship.

The great potential value of such an inquiry today and also the great (and actual) disabilities under which it would have to operate make it particularly important that it should be conceived with great care. It must have carefully thought out methods of reference and equally carefully selected members if it is to realize its potential.

There are a number of pitfalls. First, it must not be a "Snibbor" and anti-Robbins, which would guide the higher education system gently onto the path of decline, as Robbins 20 years ago guided the universities gently into the path of expansion.

Any inquiry which was conservative elements to go back on Robbins, to try to give renewed emphasis (and a lion's share of the resources) to the more hallowed parts of the system, will not get very far. A "Snibbor" to cancel out Robbins is not a good idea.

Second, the inquiry must not become too introverted. It must not be entirely dominated by academics and administrators from within

higher education: that would open the door to the charge that the inquiry was simply a sophisticated device to promote and defend special interests.

Nor must it concentrate too much on "internal" topics like the future of the binary policy, or polytechnic charters, or the dual support system for university research, and ignore about the "proper" relationship between higher education and the economy (in its widest sense), and who or what should control a semi-mass system of higher education such as we have in Britain today—the entrepreneurial judgments of individual institutions, or a national plan however modest its disguise?

The primary case for a second Robbins is the present vacuum in the crumbling of the liberal-conservative consensus established in the early 1960s by Robbins and Crosland. Higher education today appears to have lost its way and is occasionally rudderless. All plans, horizons, of course, have vanished in the fog of cuts. But the policy horizons, which grow out of the values of the system, have also vanished.

A Leverhulme inquiry could help to reestablish these policy horizons by developing a new set of directed higher education for the past 20 years. A secondary case for a Leverhulme inquiry is that from far too few sources, from the DES and other Government departments and independent inquiries add to the plurality of policy perspectives the better. Lack of Whitehall sponsorship need not necessarily be a disability in this sense. This proved to be the case for the Carnegie Commission on Higher Education in the United States, although any direct comparison is difficult to make because of the great differences in political culture. Perhaps the Leverhulme inquiry should aim to be not a second Robbins but a first (British) Carnegie.

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higher education: that would open the door to the charge that the inquiry was simply a sophisticated device to promote and defend special interests.

Laurie Taylor



"Well gentlemen, as usual I don't have any particular views on procedure for this annual meeting of the Honorary Degrees Committee. Indeed, quite the most pleasurable aspect of our gatherings in the past has been the general mood of informality. But as we have only two departmental submissions this year perhaps you would share my view that the simplest way to proceed, at least initially, would be to take the names in alphabetical order. Does that seem satisfactory?"

Well then, the first nomination must be that from the Department of Theology who wish to bring to our attention the claims of that outstanding headmaster, leading writer on educational theory and, more recently of course, Under Secretary for Higher and Further Education, Dr Rhodes Boyson.

The Chairman of the Board of Studies does also helpfully remind us that Dr Boyson is a man of the region—what is the exact word... let me see... yes, 'earthy'...

...let me see... yes, 'earthy'... I doubt that the department no doubt feels tonight correct the metropolitan cast of some of our more recent choices. If it's not out of order at this stage to add a personal note, I might just mention that I did, once have the pleasure of meeting Dr Boyson myself in the course of a brief visit to the subject of Trotskyist infiltration of secondary education, a programme which was shown rather late at night with what I thought was the unnecessary brush life of Red Under The Desk.

"I was struck then, I remember, by Dr Boyson's ability to use a very wide range of evidence to support his views, and by his refreshing unreadiness to abandon an opinion when faced by nothing more convincing than a logical refutation. Altogether a very interesting proposal, I must say."

"Deputy vice-chancellor, I wonder if I might come in here for a moment. I'd firstly like to say that I fully concur in your assessment of Dr Boyson's capabilities. Indeed, I believe there is one other phrase which admirably sums up his character and style of intellectual commitment, and that is 'man of the people'. I do, however, have a few nagging concerns that the according of an honour to Dr Boyson at this particular moment in time, however deserved it might be, could raise some slight suspicion in the minds of the wider academic community that we were... how shall I put it... marginally influenced by political considerations."

"I must say, Dr Babcock, that although I respect your opinion on these matters, and indeed still recall with pleasure your spirited promotion last year of the claims of Henry Moore, I feel you are just a little out of step here. Men and women of excellence surely appear in all walks of life. We must not, in this, resist acknowledging their creative achievements, and because of their chosen occupation, do so would be circumscribing the notion of honorary degrees in a quite unacceptable manner. Does it seem to be a general opinion, gentlemen, that we welcome any correction if my views are in any way slightly out of line with the principles which have influenced our previous thinking on this subject. No comments?"

"May we move on then to the submissions from the Department of Welsh Studies? I would welcome notice, have departed from their traditional practice of nominating an eminent musician—the tradition which in the past led to our degree ceremony being attracted by the presence of Sir William Walton and Sir Benjamin Britten. This year they bring to our attention the undoubted claims of Mr Mark Card."

"Higher education as a set of institutions benefits from the hegemony of certain intellectual beliefs in public life may make it less receptive to beliefs which tend to undermine its material basis. But that is a tension between social role and commitment to truth which which universities have been familiar with for centuries."

Mr Seldon's complaint about left-wing bias should be regarded as part of a necessary system of checks and balances, just as the complaints of the radical Left should be listened to. But neither should be assumed to have a monopoly of good judgement.

who, bewildered by the fact that the local college of technology had ventured into the social sciences, remarked: "sociology, social work, isn't it?" It has to be admitted that there is some substance in Mr Seldon's argument. But is it a sign of resigning orthodoxy in higher education which dominates not only discussions about the future direction of the system but also penetrates deep into the private world of individual disciplines. But is it a sign of resigning orthodoxy which dominates not only discussions about the future direction of the system but also penetrates deep into the private world of individual disciplines. But is it a sign of resigning orthodoxy which dominates not only discussions about the future direction of the system but also penetrates deep into the private world of individual disciplines.

Why colleges should not be scapegoats

It is rapidly becoming the accepted wisdom that a number of colleges are going to have to close as a result of cuts in the higher education budget. Many take it for granted that these institutions will bear the brunt of the cuts which falling numbers and continuing financial stringency will bring. The financial crisis in higher education is a reality which will come to be seen as inevitable.

Yet why should the colleges necessarily become the scapegoats? They are not for reasons of economy, since the principals have already made out a convincing case that higher education is the most cost-effective area of public expenditure. Many operate at a loss, and the colleges would be tolerated in a university and college system which had to implement cuts in the near future on a scale still unparalleled elsewhere in higher education.

A more common criticism of the colleges is that they are running at a loss. This is a charge which has been hastily cobbed together by many people who have not taken the time to examine the present state and structure of higher education in Britain. Adequately presented, colleges are not a financial burden on the state.

They will present a much greater challenge to the existing values of the system. The more the colleges are able to present a convincing case for their existence, the more they will be able to resist the cuts which are being demanded of them.

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The radical Right and its enemies

Mr Arthur Seldon's article on page 10 is a good old fashioned polemic. It is not necessary to agree with all he says, but it is worth reading. His argument is that the radical Right is a danger to the future of higher education. He argues that the radical Right is a danger to the future of higher education.

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Long wait ahead

Sir,—Members of upper sixth throughout the country are waiting. UCCA forms complete with headteachers' confidential comments brought some of them immediate replies from first choice universities—often at anything from 10 to 20 miles from the principal departments who are Oxbridge and really want a particular student.

From some universities, for some students, invitations were received to interview, intelligently arranged to reflect travelling arrangements of the better organized places. After the results of the so called "Oxbridge lottery", some of the brightest have collected "preliminary" rejections.

Heads, senior staff and pupils speculate each autumn—will Y university or department mind being second choice to Oxbridge, or will they think I'm bright and be pleased? Will Y university be pleased? Will Y university be pleased? Will Y university be pleased?

I interview me? Will O expect me to take essays with me? Will O give me a letter when I get there after an early start and a long winter journey in a strange place, before or after an interview with one, two or three lecturers? Dare I risk S when, last year, a boy who gained AAB was rejected without interview?

Standardization would make life dull, but could not university prospectuses be more informative about the grades expected, the possibility of interview, and more honest in a department intent to ignore candidates who do not name it first choice? Most students eventually find a university place, but the better candidates are troubled most, and they have a right of final decision.

Is there any way to reduce the uncertainties about handicapping selection by the universities? Yours sincerely,
P. E. HATTERSLEY,
Hemel Hempstead, Mount School, York.

Sabbatical leave

Sir,—I am writing in relation to the article in your issue of January 11 by Ngalo Crequer entitled "Counting the cost of sabbatical leave". This article contains a table giving the entitlement of such university staff, but that table contains a serious error in relation to Cambridge. For at least 50 years teaching officers have been entitled by statute to one term of sabbatical leave for every six terms of service. This is subject to the consent of the general board in each case, but by statute such consent shall not be unreasonably withheld. This of course means that, in the column headed "Qualifying period" the entry for Cambridge should be six years rather than six years' service.

Yours faithfully,
R. E. MACHERSON,
Registrar, University of Cambridge.

Invisible links

Sir,—The caption "Invisible links to your two photographs of Teetide and Huddersfield Laboratories (January 11, 1980) is particularly appropriate given that one of the photographs is of the University of Sussex. Yours faithfully,
CAROLINE BROADWAY,
Information Office, University of Sussex.

Recruitment

Sir,—I found the article by Ted Bell (*The Times*, January 11) on the development of UCCA both interesting and informative. He correctly points out that it is particularly unfortunate that there is no parallel central recruitment system operating in the public sector of higher education.

In fact the public sector is not completely devoid of such systems. There are several small subject based application systems and the Central Register and Clearing House, which provides an invaluable service as a recruitment system for teacher education and some diversified courses. The CRCE is also used to fulfill the secondary purpose of central recruitment systems in that it can provide up to date information on changing patterns of applications. Such information is vital at a time when the Government is making assumptions about recruitment, for instance of over-

sens students, in determining the financial allocation of sectors of education. If, as seems likely, the Government has made false assumptions, then they must be shown to be false as quickly as possible.

NATFHE is a strong supporter of the idea that the public sector should organize a central recruitment system. Such a system would be to the advantage of the schools, the applicants, the individual institutions and the public sector as a whole. So far such proposals have not gained sufficient momentum because of the same sort of attitudes among a few institutions that slowed the early development of UCCA.

Perhaps the new technology that becomes available in the electronic eighties will provide the means and the incentive for this long overdue development.

Yours sincerely,
DR PETER KNIGHT,
Ex-president, NATFHE.

Foreign exchange

Sir,—I was interested to read in the edition of January 11 an article by E. G. Edwards about cuts in higher education. He mentions the fact that overseas students cost very little to universities, colleges, etc. I have been concerned about the possible loss of foreign exchange to West Yorkshire as a result of the increase in overseas students and I am interested to know if the Council of West Yorkshire County Council on Thursday, January 10, what was the benefit brought to West Yorkshire in terms of foreign exchange by overseas students studying at universities, polytechnics, and colleges.

I know that there might be difficulty in obtaining such information, but the reply I received from the leader of the council was that there is no information on this matter from West Yorkshire. He also informed me that there is no information nationally on the benefit in terms of foreign exchange brought into the country by overseas students studying in our country.

It does seem to me rather strange that when the English Tourist Board can calculate how much food it can receive from foreign tourists, that there has been no attempt by the universities to find out the amount of foreign exchange brought into this country by overseas students. One would have thought that some research project would have been done into this topic but presumably this would have been a task finding rather than the pure research so much enjoyed by members of universities. Your date is worth while, as it would be most useful in counteracting the present suggestion by the Government that overseas students fees should be raised. Yours faithfully,
JOHN M. SULLY,
County councillor, West Yorks.

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Trouble in Perugia

Sir,—I think it would have been better had UCCA been checked before sending it off to you. The number of factual errors in "Foreign students bring their troubles to Perugia" is unacceptable. Perugia does not have a population of 50,000 but of 150,000. Our region, which is also minister of Education, is Professor Valliotti not Valeuttti, even though I think he does "vale tutti", being the first educator to become minister of education (a job usually given to lawyers, doctors, etc.).

There is no such thing as a "medium language course"—there is the *corso medio* in Italian language, history, philosophy, literature and phonetics at third-year undergraduate level and a *corso superiore* which is followed in the region by students with a degree from their home universities. There is also a preparatory course for

students who will go on to Italian universities, but this is not the most important area of our activity. Again, the university has bought a Renaissance villa (the Colomella) as a residential college, not an old matchmaking factory.

It is true that some of our Middle Eastern students tend to get excited about politics, but less so than politically-minded people in Nottingham Hill, and we have had no deaths or serious injuries. A better headline for this article would have been "Some foreign students bring their troubles to Perugia". We all know that there are or were homosexuals and Communists in the British Foreign Office but it would not be accurate (I hope) to say that the Foreign Office recruits only homosexuals and Communists.

Yours faithfully,
ROY MACGREGOR-HASTIE,
Professor in modern history, Italian State University for Foreigners.

managers and technologists to learn on the job rather than go on to higher education—all too often they learn their skills yesterday's skills from yesterday's generation.

Your extended analysis of these questions in last week's leader was very welcome, and I hope you can find a way of getting it read outside the educational profession. But the statistics you give are not as bad as they are reported as being at Durham. It is simply not true that "last year the universities admitted 20,000 fewer home students than estimated". The original grant was based on 29,500 students which is the number now in the universities.

Yours faithfully,
GEOFFREY CASTON,
Secretary General, Committee of Vice-Chancellors and Principals.

Africanization

Sir,—Professor Harris's letter on *Apocrypha* (January 11) shows a logical confusion which is exemplified by his equation of the activity of teaching with that of catching mice.

Imagine the establishment as the sole university in the way the Africanization of education teaching through the medium of Chinese, staffed 90 per cent by Chinese, and offering mainly courses on Chinese philosophy, religion, medicine, technology, literature, history and so on. How, then, do you think that community would view the relative priority of "maniculation" compared with the pursuit of the lofty ideals specified by Prof Harris.

Whatever the weaknesses in the leadership of the University of Rhodesia in recent years, there has been a presentation of the staff who worked towards the ultimate Africanization of that university.

Yours faithfully,
Professor JOHN HONEY,
Leicester Polytechnic.

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